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ABSTRACT

This curriculum guide provides materials for a secondary course in salesmanship. It contains 6 units that cover 33 competencies. Each competency is presented in a standard format: performance objective, resources, teaching activities, evaluation, and supplementary materials, including an information sheet, exercises, and checklists. Units and representative competencies include (1) describing selling (define, describe history, distinguish selling, describe types), (2) preparing for success (develop positive attitude and professional appearance, develop effective communication skills, acquire product knowledge, determine approaches, know market and prospect, use market support), (3) using sales process (approach prospect, create interest in product/service, use benefits to convince customer, create desire for product/service, overcome objections, close sale), (4) acquiring selling techniques (manage time and/or territory, develop customer perceptions, recognize customer buying signals, use add-on selling techniques, use substitute selling, try trial close), (5) using sales support activities (know company policy/procedures, know company organizational structure, process company forms and reports, know inventory, use sales-related equipment), and (6) identifying sales opportunities (identify job opportunities, prepare resume, complete applicant form, complete job interview, adapt to new job). (YLB)

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SOUTH CAROLINA

GUIDE

FOR

SELLING

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The Selling Guide was developed to encompass instruction in this important marketing area. We appreciate the contributions of each committee member toward producing a guide that can be used in our state classrooms.

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INTRODUCTION

This guide addresses all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor

Manipulative skills, such as operating a cash register or wrapping merchandise, are representative of activities that are psychomotor in nature. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. Emphasis will be on skill development. Students will be required to practice the selling skills in this program during class.

Cognitive

To perform psychomotor tasks, students must think. Before stocking shelves in a store, the student must decide where to put the stock, how much to price it, as well as how much of the stock to place on the shelves.

Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test his/her knowledge, a student may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. That mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good thinking can help an employee do a job better and quicker. This guide provides for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school and fellow students. This guide seeks to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions. Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this guide, the student will have participated in activities dealing with getting along with others, with supervisors or staff members, and large/small groups.

USE OF THIS GUIDE

This guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in salesmanship. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills, in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skills and group subject knowledge, by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement.

DESCRIBE SELLING

UNIT: DESCRIBE SELLING

COMPETENCY: Define selling.

PERFORMANCE OBJECTIVE 1:

Given the necessary information and classroom discussion, the student will be able to write a definition of "selling." The definition should include key words discussed in class. The definition of "selling" should include the following key words:

a. Assisting the customer, and
b. Helping the customer make a wise buying decision.

RESOURCES:

Ditzenberger and Kidney. **Selling: Helping Customers Buy,** Chapter 1.

TEACHING ACTIVITIES:

1. Have the students write a definition of "selling" prior to any classroom discussion. Have the students present their definitions to the class, then discuss the definitions.

2. Develop a list of the key words which should be used when defining selling.

3. Provide the students with examples of actual selling versus other activities (such as advertising and distribution) and have the students distinguish between the two activities.

4. Have the students write a fictitious sales situation to explain the definition of selling.

5. Describe, in your own words, a purchase you have recently made, and parallel the sale in relation to the definition of "selling."

6. Write a formal definition of selling using key words to describe the function.

PERFORMANCE OBJECTIVE 1

EVALUATION

Practical Application:

The student will define "selling" from given specific facts and ideas communicated.

Method of Evaluation:

Method of evaluation will be observation by the instructor using key words of definition.

Questions:

1. Two of the most important factors for job success in selling are how you relate to other people and your

   a. handwriting.
   b. aptitude.
   c. attitude.
   d. posture.

2. The most important marketing function performed by retail and wholesale businesses in America is

   a. employment.
   b. training.
   c. maintenance.
   d. selling.

Answers:

1. c
2. d

PERFORMANCE OBJECTIVE 1

INFORMATION SHEET

Definition of Selling:

Selling is defined as:

1. Assisting the customer, and
2. Helping the customer make a wise buying decision.

Key Terms of Selling:

Buyer benefit --	The gain or personal enjoyment that a customer receives from a product or service.
Consumers --	The users of goods and services in our American society.
Marketing --	The process through which goods and services flow from the producer to the consumer in our society.
Repeat customers --	Those customers who frequently return to a business to buy goods and services.
Retailer --	Businesses that buy from producers and wholesalers and sell to consumers.
Wholesalers --	Businesses that buy from producers and then sell the merchandise to retailers.

Selling is finding out what an individual or an organization wants and then showing them how they can obtain it and persuade them to do so now.

UNIT: DESCRIBE SELLING

COMPETENCY: Describe the history of selling.

PERFORMANCE OBJECTIVE 2:

Given necessary information, classroom discussion, and research, the student will be able to identify various methods of selling in history. The student will also be able to identify various successful salespeople based on a description of that person. The discussion of selling should include identification of the importance of selling in societies, with emphasis on selling in the United States.

RESOURCES:

Shook. **Ten Greatest Salespersons,** pp. 1-5.
Wingate and Nolan. **Fundamentals of Selling,** 10th ed., pp. 4-7.

TEACHING ACTIVITIES:

1. Select various successful salespeople and have each student research an assigned person (or one approved by the teacher) and present the report to the class.

2. Select a period of time in history between Biblical times to 1960 and write a brief description of selling during that time period. Compare it with selling today.

3. Draw a chart following the history of selling from 1700 to today.
   Example: 1700 trading post; yankee peddler.

4. Identify and give a brief description of some famous people in selling.

5. List five famous people in selling and identify how they achieved success.

PERFORMANCE OBJECTIVE 2

EVALUATION

Practical Application:

Using specific facts and ideas communicated, the student will identify significant dates in the history of selling and prominent names of successful U.S. salespeople.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts discussed in class.

Questions:

1. Early American salespeople were the Yankee peddler, the tinker and the _____.

   a. farmer
   b. fur traders
   c. drummer
   d. miller

2. The economist who advocated a market economy in his book **Wealth of Nations** was

   a. Tom Jones
   b. Ben Franklin
   c. Adam Smith
   d. Samuel Johnson.

Answers:

1. c
2. c

PERFORMANCE OBJECTIVE 2

INFORMATION SHEET

Selling as the Western world knows it probably began in the collapse of the Roman Empire, when a village economy began in Europe. The salespeople of this era were the shopkeepers who sold what they made: the weaver, the shoemaker and the blacksmith.

During the Middle Ages, traveling merchants began to sell their wares directly to consumers, prompting a set of principles called mercantile law, later incorporated into common law.

Towns and trading centers emerged in the fourteenth and fifteenth centuries, with businessmen becoming more influential in society.

Adam Smith, an eighteenth-century economist, put the essence of the economics into his book, **Wealth of Nations** in 1776. Smith advocated an economy in which the market was controlled solely by the competition between entrepreneurs. The laws of supply and demand and the forces of self-interest (the invisible hand) and competition would manage the market --no government interference was needed. His theory was well illustrated by the development of the American economy at the time.

The three questions asked around the world everyday are: What are we going to make or provide? How are we going to make or develop it? The three answers are: It is tradition. It is dictated. It is determined by the free market.

Initially, Yankee peddlers sold English goods in America; later, as they became available, American products were sold by these traveling salesmen. Some of these early peddlers specialized -- for example, tinkers were people who sold and repaired all types of tinware and related household items.

In the early 1800's, country merchants began to visit wholesale or jobber houses once or twice a year. At these times, they bought the goods needed to stock their stores for several months. They were usually met by drummers, salesmen employed by the wholesalers to sell goods.

By the middle 1850's, good railroads lured these drummers out to begin soliciting businesses. During this time, traveling salesmen began to be a major marketing force for American businesses.

By the close of the nineteenth century, the American wholesaler was firmly established as an industry. The most popular form of wholesale selling was done by a sales representative who carried sample products to show his customers.

In contrast to product sales, there also emerged the professional salesmen, who primarily offered their services to the wealthy in the areas of insurance, real estate and investments, and construction. Unlike the peddler type of sales representatives, these salespeople usually worked out of a home office and offered technical advice.

PERFORMANCE OBJECTIVE 2

The following are ten of America's great sales persons as described in Robert L. Shook's **Ten Greatest Salespersons:**

Joe Girard -- Automobiles
Joe M. Gandolfo -- Life Insurance
Bernice H. Hansen -- Amway
Francis G. ("Buck") Rodgers -- IBM
Shelby H. Carter, Jr. -- Xerox
Rich Port -- Realtor
Edna Larson -- Avon
Martin D. Shafiroff -- Lehman Brothers Kuhn Loeb
J. Michael Curto -- U.S. Steel
William J. Bresnan -- Teleprompter

UNIT: DESCRIBE SELLING

COMPETENCY: Distinguish between selling and marketing.

PERFORMANCE OBJECTIVE 3:

Given necessary information and classroom discussion, the student will be able to list various differences between selling and marketing, and identify activities that belong in each area. The discussion of selling should distinguish those functions of selling from those of marketing. Emphasis should be placed on selling as the most important marketing function performed by retail and wholesale businesses.

RESOURCES:

Wingate and Nolan, **Fundamentals of Selling,** 10th ed., pp. 14-19.

TEACHING ACTIVITIES:

1. Have students write a formal definition for both selling and marketing.

2. Select a fictitious product you would like to manufacture, market and sell. Prepare a presentation to present to the class on how you would get your product to the customer. Your presentation should assume the product has been produced (manufactured) already. You are to begin at that point. Identify marketing activities versus selling activities in your presentation.

EVALUATION

Practical Application:

Using specific facts and ideas communicated, the student will distinguish selling from marketing.

Method of Evaluation:

Method of evaluation will be observation by the instructor using key words in the description.

PERFORMANCE OBJECTIVE 3

Questions

1. The process through which goods and services flow from the producer to the consumer is

   a. producing.
   b. selling.
   c. consuming.
   d. marketing.

2. The most important marketing function in our economy is

   a. producing.
   b. wholesaling.
   c. selling.
   d. retailing.

Answers

1. d
2. c

PERFORMANCE OBJECTIVE 3

INFORMATION SHEET

Marketing is a process through which goods and services go from producers to consumers. The marketing phase of our economy involves retailers and wholesalers, jobbers and manufacturers.

Selling is the most important marketing function performed by retail and wholesale businesses. Wholesalers buy from producers and sell to retailers. Retailers buy from producers, wholesalers and sometimes manufacturers, and then sell to consumers.

Salespeople are often the only contact a customer has with a business. The salesperson's job is to make sure that the customer benefits from purchasing a product or service.

Salespeople are involved in every phase from product development (they understand the customer's needs) all the way through to the service after the sale.

UNIT: DESCRIBE SELLING

COMPETENCY: Distinguish between order taking and selling.

PERFORMANCE OBJECTIVE 4:

Given the necessary information and classroom discussion, the student will be able to distinguish between order-taking and selling. The description should include key words discussed in class. The discussion of selling should include as a minimum the following ways of assisting customers to buy:

a. Demonstrating the features of the product to customers;
b. Explaining to customers the benefits they will receive from buying the product or service;
c. Answering customer objections about the product or service;
d. Asking the customer to buy;
e. Reassuring the customer that the purchase is a wise buying decision.

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 2.

TEACHING ACTIVITIES:

1. Have the students write a brief paper comparing selling and order taking.

2. Have the students list five jobs involving order-taking and five jobs involving selling. Discuss and compare these lists with the class.

3. Have the students list and discuss incidents when they have purchased items from order-takers. Have the students list and discuss two times they have actually been sold merchandise. Compare the two incidents.

4. List the duties of an order-taker versus a professional sales person.

5. Invite a professional sales person to class to discuss order-taking versus selling.

EVALUATION

Practical Application:

Using given specific facts and ideas communicated, the student will distinguish order-taking from (customer-oriented) selling.

PERFORMANCE OBJECTIVE 4

Method of Evaluation:

Method of evaluation will be observation by the instructor using key words in the description.

Questions:

1. When a customer with an item in hand approaches the salesperson and says "I'll take this, please," this is an example of

   a. suggestive selling.
   b. equal opportunity.
   c. order-taking.
   d. greeting.

2. Demonstrating the product or service is one key aspect that distinguishes selling from

   a. catalog sales.
   b. direct mail sales.
   c. telemarketing.
   d. order taking.

Answers:

1. c
2. b

PERFORMANCE OBJECTIVE 4

INFORMATION SHEET

Selling is much more demanding than order-taking. When a customer approaches the salesperson and says "I'll take this, please," the salesperson is acting as an order-taker and should try to add to the sale. In some forms of retail stores, this is a common practice.

However, most customers will be undecided, uncertain, or unaware of what specifically they want. It is the job of the salesperson to provide the customer with help in purchasing the right product or service. To do this, the effective salesperson will do the following:

1. Greet the customer in order to "get in step."
2. Ask the customers questions to learn their interests.
3. Demonstrate the product or service, explaining the benefits they will receive.
4. Answer customer objections about the product or service.
5. Ask the customers to buy.
6. Suggest related merchandise, if applicable.
7. Reassure the customers of their wise buying decisions.

Good selling is based on effective human relations with customers. Being customer-oriented means being totally concerned with satisfying the customer.

UNIT: DESCRIBE SELLING

COMPETENCY : Describe the types of selling.

PERFORMANCE OBJECTIVE 5:

Given the necessary information, classroom discussion, and research, the student will be able to identify and define each type of selling. The definition of selling should include distinguishing between:

a. direct versus indirect selling;
b. inside (retail) versus outside selling.

RESOURCE:

Wingate and Nolan. **Fundamentals of Selling,** 10th ed., pp. 38-39.

TEACHING ACTIVITIES:

1. Have the student make a list of ten items, five that require direct sales and five that require the use of indirect methods. Next, have the student select ten items, five that use inside sales and five normally sold by outside sales.

2. Explain why some products are sold direct rather than indirect; and why some products are sold through outside sales rather than through inside sales.

EVALUATION

Practical Application:

Using specific facts and ideas communicated in class, the student will be able to describe types of selling to include indirect and direct sales, inside and outside sales. The student should be able to identify several products and services sold by each method.

Method of Evaluation:

Method of evaluation is observation by the instructor using key words and concepts in the discussion.

PERFORMANCE OBJECTIVE 5

Questions:

1. Which of the following products are usually sold directly to the final (or end) consumer?

   a. Vacation cruises to Bermuda
   b. Industrial machinery
   c. Television advertising spots
   d. Specialty chemicals

2. An example of an inside sales position is that of

   a. rack jobber.
   b. manufacturer's representative.
   c. department store clerk.
   d. drug detail salesperson.

Answers:

1. a
2. c

PERFORMANCE OBJECTIVE 5

INFORMATION SHEET

Direct selling involves selling a product or service to the ultimate or end user. An example is the car salesman, who usually sells his products to the final consumer of his product.

Indirect sales are those that are made either to a middleman or to a businessman who will further use the item. Examples are food brokers, who sell to restaurants and grocery stores; their food products go to businesses that will further process them.

Advertising salespeople are another category; their services do affect consumers, but the selling is done largely to businesses.

Inside sales positions are numerous in the retail industry. Typically, they offer a high degree of security and flexible work schedules, but lower wages. Department store clerks fall into this category.

Outside salespeople typically do all their selling in their prospects' offices. Many have assigned territories; travel may be limited to a route, or may be broad enough to cover many states. The higher pay that outside salespeople get is sometimes offset by long work days that involve travel.

Some of the categories may overlap. For example, heavy equipment salespeople typically sell direct to their customers, but typically are classified as outside salespeople because they usually have a territory to maintain.

PREPARING FOR SUCCESS IN SELLING

TASK: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Develop a positive attitude and professional appearance.

PERFORMANCE OBJECTIVE 6:

Given the necessary information and classroom discussion, the student will be able to assess their own attitudes and personal grooming habits as they relate to selling jobs. The students will explore their own positive/negative attitudes and will determine the effects these attributes could have on their careers and lives. The discussion of personal grooming will include a discussion of special characteristics of effective salespeople.

RESOURCES:

S. C. Department of Education. **Job Seeking — How and Where?**
Ernest and Ashmun. **Selling Principles & Practices,** 5th ed., Chapter 6.

TEACHING ACTIVITIES:

1. Have students complete the attached rating forms.

2. Invite a representative from the S. C. Job Service office to the classroom to discuss grooming and attitudes needed in applying for jobs.

EVALUATION

Practical Application:

The students will be able to assess their own negative/positive feelings from ideas communicated in class. Students will be able to define grooming standards as they apply to selling jobs.

Method of Evaluation:

Methods of evaluation will be by observation of the instructor using key concepts and descriptions discussed in class.

PERFORMANCE OBJECTIVE 6

Questions:

1. Typical customers expect salespeople to

   a. have a positive attitude, neat appearance and have selling skills.
   b. be courteous, and not bother them while shopping.
   c. approach them only if they have a question.
   d. leave them alone in the store to shop.

2. All of the following will help provide loyal customers and repeat sales except

   a. professional appearance.
   b. being neat and well groomed.
   c. wearing the most expensive fashions.
   d. a positive attitude.

Answers:

1. a
2. c

PERFORMANCE OBJECTIVE 6

Attachment A

Using the chart, rate yourself in each of the areas. After you have copied this form on a separate sheet of paper, in column one, rate yourself. In column two, rate yourself as you think other students see you. In three, rate yourself as you think your teacher would rate you.

Scale
A = Excellent
B = Average
C = Need Improvement

ITEM	A	B	C	Comments
1. Able to get along with others				
2. Dependable				
3. Honest				
4. Initiative -- Able to do work without supervision				
5. Grooming, dress and general appearance				
6. Your overall work habits				
7. OVERALL RATING				

PERFORMANCE OBJECTIVE 6

INFORMATION SHEET

A professional appearance is most important in selling. First impressions by customers are usually lasting ones. Successful salespeople will make every effort to present themselves in an acceptable manner to each customer. A good physical appearance is the first step in serving your customers well. Neatness, cleanliness and dress appropriate for the store and job will be expected. Conversely, a poor personal appearance will cause the loss of sales.

Repeat customers come back to salespeople who are confident and ready to assist them with their purchases. Confident, enthusiastic and customer-oriented, successful salespeople have a positive attitude about themselves, their job and their products and/or services. As a result, customers tend to develop loyalties to businesses because of their sales staffs.

UNIT: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Develop effective communication skills.

PERFORMANCE OBJECTIVE 7:

Given necessary information and classroom discussion, the student will be able to describe the value of a good voice and the importance of listening skills in selling jobs. The discussion of communication skills should identify good voice qualities and stress the importance of listening skills.

RESOURCES:

Bodle and Corey. **Retail Selling,** 2nd ed., Chapter 3.

TEACHING ACTIVITIES:

1. Have students complete the following problems:
   You have recently secured a position as an assistant manager of a medium size gift shop. This past week, several problems have occurred which you must solve. Write solutions to each of the following problems:

   a. A certain employee consistently asks for changes in her scheduled hours for personal reasons.
   b. Several of your subordinates are older than you and have begun to show signs of resentment at your authority.
   c. Two employees seem to be in an almost constant state of friction with each other.
   d. A male customer is attracted to a female employee and he daily visits the store in order to see her.

2. Assign role-play described in Attachment A.

3. Have students in class:
   Read a paragraph from their textbook into a tape recorder. Then replay it. Answer the following questions:

   a. What does your voice sound like?
   b. Did it sound like you thought it would?
   c. Were your words easy to understand?
   d. How could your voice be improved?

4. Assign this listening exercise. Put students in pairs. Have them share an incident with each other for two minutes. Then assign them to discuss with the class what they did or didn't like about the way their partner listened to them.

PERFORMANCE OBJECTIVE 7

EVALUATION

Practical Application:

The student will describe and demonstrate the importance of good communication skills from ideas and qualities discussed in class.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts discussed in class.

Questions:

1. Observing, listening and _____ are important qualities in selling.

   a. looking
   b. thinking
   c. writing
   d. questioning

2. All of the following are good voice qualities of a salesperson except

   a. moderate tone.
   b. elaborate vocabulary.
   c. clear enunciation.
   d. use of sincere words.

Answers:

1. d
2. b

PERFORMANCE OBJECTIVE 7

Attachment A

You are employed at one of the largest department stores in your area. The vice president is very proud of the store image, which is one of high integrity. People come from miles around to shop at Frathingham's. "A fair price for a high quality item" is the motto of the sales and advertising departments.

Today the vice-president has put you in charge of the Customer Relations Complaint Department. Your goal is to do the best job for the good of the company.

Answer the following questions for each of the included complaints:

1. How would you handle the situation?
2. What do you consider to be the good of the company?
3. How do you determine a legitimate gripe?
4. In each instance, did you promote good customer relations for your company?
5. What personality characteristics are needed for a job like this?

CASE A -- Miss Knowit All

This woman is returning a product which was not working properly. After quizzing her, you find that she did not use the instructions while assembling it.

CASE B -- Mrs. Ima Gonnasue

Claims to have been hurt assembling the product. She threatens to sue the store. She also claims to know your supervisor -- she is a good friend.

CASE C -- Mr. Al Readybroken

Purchased his product three months ago. Claims today that it was broken when he opened the package. The product has obviously been used.

CASE D -- Mrs. Iwanna M. Moneyback

She is unhappy with her product and wants her money back. The purchase was made eight weeks ago. It is a store policy -- "No Cash Refunds."

PERFORMANCE OBJECTIVE 7

INFORMATION SHEET

Observing customers is an important method of communications. By paying close attention to them, the successful salesperson is able to use the right selling approach for each customer.

Good voice qualities in any salesperson are: a moderate tone; clear enunciation; and appropriate words that demonstrate sincerity and concern for the customer. Usually questions are one of the best techniques used to determine the customer's needs or wants.

If the customers are willing to talk while being questioned, the effective salesperson will listen. Where appropriate, a few well-chosen words will develop around the use of the product or service. A sense of timing is needed to know when to make appropriate comments or questions.

Observing, questioning and listening are important qualities in helping the salesperson qualify customers. They can be developed into effective selling skills if the beginning salesperson is willing to develop them.

A simple method for handling complaints:

1. Always treat the customer with respect.
2. Listen actively.
3. Express appreciation for the customer expressing the complaint.
4. Apologize for the inconvenience.
5. Use customer's name several times.
6. Follow necessary procedures to solve the problem.

UNIT: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Acquire product knowledge.

PERFORMANCE OBJECTIVE 8:

Given the necessary information, classroom discussion and research, the student will be able to describe the major sources of product information. The description of how to acquire product knowledge should include discussion of the following five major sources:

a. Tags and labels on merchandise
b. Customers who have used the product
c. Salespeople who have sold the product
d. A variety of product literature
e. Product advertising
f. Manufacturer representatives or wholesale salespeople.

RESOURCE:

Ernest and Ashmun. **Selling Principles & Practices,** 5th ed., Chapter 5.

TEACHING ACTIVITIES:

1. Invite a retail store manager to the classroom and ask the person to bring to class at least three of the sources: tags and labels, product literature, product/store advertising that features this information. Ask the manager to describe the value of each source.

2. Assign each student to get product information in the form of advertising brochures from a retail store. In the classroom, have the students to list specific information that could be used during a sales presentation of the product.

3. Ask the students to each describe a recent sales presentation that involved them or a member of their family in which the final decision to buy was based on the salesperson's product knowledge.
   Questions to ask:
   Who was involved in the event?
   When did the sale take place?
   What was the item purchased?
   Where did the sale take place?

PERFORMANCE OBJECTIVE 8

EVALUATION

Practical Application:

The student will describe major sources of product information, from given facts and ideas communicated in class.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts of the discussion.

Questions:

1. Which of the following is not a source of product information to a retail salesperson?

   a. Tags and labels on merchandise
   b. Satisfied users of the merchandise
   c. Other salespeople who have sold the items
   d. Employee handbooks

2. Industrial and wholesale salespeople often get their product knowledge from all of the following sources except

   a. retail customers.
   b. technical publications.
   c. product catalogues.
   d. retail experience.

Answers:

1. d
2. a

PERFORMANCE OBJECTIVE 8

INFORMATION SHEET

A salesperson gets facts about a product from a variety of sources. Retail salespeople get their facts from labels and tags on merchandise, from the buyer, and from experienced salespeople. Well-informed customers are also a source of useful, firsthand information.

Many manufacturers provide salespeople with complete data about their products and/or services through product manuals, brochures and booklets. They provide periodic workshops for sales staffs to view new products and ask questions.

Industrial salespeople often begin their careers as trainees, and as a result are familiar with their products and services early in their careers. They often have to consult product catalogs, technical publications for updating their knowledge.

For many salespeople, product advertising is a source of current information about products. Many companies do not release information until they begin advertising a product.

While product knowledge is important to the successful salesperson, the ability to convert that knowledge into specific benefits for customers is more meaningful. A customer buys benefits, advantages or satisfactions; rarely will facts alone be enough.

Everytime a sales person states a fact about a product or service, it is to be followed by a related buyer's benefit. People never buy what a product is. They always buy what it will do for them. There are no exceptions to this rule.

The difference between a fact and a claim should be emphasized. Buyers naturally doubt some of the things a salesperson says. That is why facts should be used, not claims. A claim can become a fact when supported by evidence.

UNIT: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Determine the approaches to selling.

PERFORMANCE OBJECTIVE 9:

Given the necessary information and classroom discussion, the student will be able to identify typical approaches used in greeting customers. As a minimum, the three most often used approaches in selling should be outlined, discussed and demonstrated: the merchandise approach, the welcome approach, and the service approach.

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy.** Chapter 3.

TEACHING ACTIVITIES:

1. The merchandise approach is used in retail selling to keep the customer's mind on the merchandise. What remarks could a salesperson make about the following items?

   a. Vacuum cleaner
   b. Necktie
   c. Woman's suit
   d. Oriental rug
   e. Copper teakettle
   f. Electric coffee maker
   g. Bathroom scale
   h. Tricycle

2. A salesperson is helping a customer select a blouse. Another customer is waiting to be served and seems impatient. How do you think the salesperson should handle this situation?

3. Assign the following case with questions:
   Joe Carter liked to chew gum or have a piece of candy in his mouth. It seemed to relax him and make him less nervous when talking with customers. He didn't realize it, but he also had a habit of popping the gum. This was very irritating to his co-workers and very distracting to his customers. His boss, Delia Washington, noticed this bad habit and decided that she should speak with him about it.

   a. What should Ms. Washington say about his gum chewing and candy eating?
   b. Why is this distracting to his customers?
   c. What can Joe do to become less nervous about selling?

4. Assign students to practice the various approaches.

PERFORMANCE OBJECTIVE 9

EVALUATION

Practical Application:

Using concepts which have been presented in class, the student will be able to identify typical approaches in selling.

Method of Evaluation:

Method of evaluation is observation by instructor using concepts discussed in class.

Questions:

1. Which of the following is not one of the three basic approaches to customers?

   a. The welcome approach
   b. The merchandise approach
   c. The "May I help you?" approach
   d. The service approach

2. The customer approach used by the salesperson depends on the

   a. merchandise.
   b. service.
   c. promotion.
   d. customer.

Answers:

1. c
2. d

UNIT: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Know the market and the prospect.

PERFORMANCE OBJECTIVE 10:

Given necessary information and class discussion, the student will be able to determine if a prospect has a need or want for the particular product being sold and if the prospect is accessible to the salesperson. The student should be able to determine prospects for a particular product or service and their potential as customers.

RESOURCE:

Ernest and Ashmun. **Selling Principles & Practices,** 5th ed., Chapter 10.

TEACHING ACTIVITIES:

1. Using the classified pages of the telephone directory or a city directory, have students select several classifications of businesses or professions and list the products or services a salesperson might sell to them.

2. Assign students to write a short letter expressing their gratitude toward a prospect for giving his or her time and attention during a recent sales call. Assume that they didn't make a sale.

3. Have students assume they are selling life insurance. From local newspapers, assign them to clip and discuss several items that might be of significance in building a prospect list.

4. Assign students to interview each other for referrals. Make sure they obtain more than just names and numbers. They should get complete information.

EVALUATION

Practical Application:

Using concepts and ideas discussed in class, the student will be able to identify methods of evaluating potential customers for a product or service.

Method of Evaluation:

Method of evaluation will be observation by instructor using key concepts discussed in class.

PERFORMANCE OBJECTIVE 10

Questions:

1. In order to sell a product or service, a salesperson must show how it will

   a. satisfy the prospect's needs or wants.
   b. be used by the customer.
   c. can be repaired.
   d. be useful for many purposes.

2. Good prospects should have all of the following except the

   a. means to pay.
   b. authority to buy.
   c. need or want for the product.
   d. references.

Answers:

1. a
2. d

PERFORMANCE OBJECTIVE 10

INFORMATION SHEET

Marketing research can be of great benefit when you are identifying your market. Consider the following situation.

Branch Manager: Why do you have those new tennis rackets marked to sell for $87? Haven't we been selling them for $74.95?

Assistant Buyer: They're a good value, and most customers won't know that they were ever sold for less.

Branch Manager: Why not sell them for the lower price? Won't we sell more?

Assistant Buyer: I doubt it; the customer who buys rackets has enough money so that the price difference won't mean that much.

Who do you think is right? And what could the manager and the buyer do to determine which of them is right? Could they study the past sales record of differently priced rackets? Could they find out the income class of their customers by studying credit records? Could they try out both prices to see which yields the greater profit? Could they visit competitors to find what price they are charging for the rackets and at what price the rackets sell best for the competitors? Yes, the manager and buyer could do a number of different things to find out who is correct. In fact, you've probably thought of some ideas that they could try--such as watching customers and then asking those who did buy as well as those who didn't if the price affected their decision. Or, at different times, they might run two advertisements for rackets, one at each price, and then compare the number of customers who responded to each advertisement. All these are examples of marketing research activities that retailers can perform to help them make accurate marketing decisions.

The gathering, recording, and analyzing of facts relating to the sale of products and services to consumers is marketing research. Retailers have tended to look upon marketing research as something they cannot afford to pay for and could not possibly do themselves.

Know The Prospect

The salesperson knows better than to make a sales presentation to every prospect that turns up. To make an effective sales effort means figuring out whether prospects qualify as high-potential customers. To fit into this category, the prospect must:

Have a need or want that can be satisfied by the product being sold
Have the financial means to pay for the purchase
Have the authority to make the purchase
Be accessible to the salesperson
Fulfill any special qualifications needed to buy the product.

PERFORMANCE OBJECTIVE 10

Need or Want

The first qualification of a prospect is having a need or want for the product being sold. The prospect's needs may be physical--the need for food, clothing, housing, or transportation--or they may be emotional--the desire for comfort, recognition, beauty, pleasure, or adventure.

But potential customers may not always be aware of their needs. In such cases it is the salesperson's job to point them out. For example, a van owner may think: "Sure, a new van would be nice, but the one I've got gets me to and from work. I'll keep it a while longer." The alert salesperson, however, can raise a number of questions to convince the customer that a new van is needed. Is the van safe? Is it safe enough for use in driving the children to school?

The salesperson must determine as early as possible whether the prospect has the authority to buy. If the prospect cannot make the decision, the salesperson should focus attention on the person who can. Concentrating on the person with the authority to buy, however, does not mean that the salesperson neglects the other people involved, especially those who may actually use the product. The seller of the printing press may find it difficult to convince the general manger without first convincing the chief pressman.

Sometimes people who have no authority to buy can influence those who do. Consider the case of Larry Jones, a computer salesperson. One of his customers, a large firm, needed several new computers and was seriously considering a competing brand. Larry called on the office manager of the company, but he was not in. However, on his way out, Marty stopped to chat with the office manager's secretary, Susie Stephen. Larry talked to Susie about her work and the features she would like most in a new computer. Before Larry left, he had obtained Susie's permission to send her a machine for a one-week trial period (with the approval of her boss, of course).

When Larry called back a week later, he found that Susie was sold on the computer and hoped the company would purchase that model. Susie made it easy for Larry to get an appointment with the office manager. Needless to say, Susie had already done the selling for Larry even though she herself did not have the authority to buy.

Accessibility

Some prospects are so difficult to reach that they do not qualify as customers. Working people do not qualify as customers to the direct-to-home salesperson who sells from 9 a.m. to 5 p.m. And the high-ranking business executive surrounded with barriers to prevent interruptions does not qualify as a customer to the industrial salesperson.

What a salesperson has to gauge is the amount of time and work it will take to reach a prospect and make a sales presentation. These considerations are weighed against those involved in selling to other prospects who might be easier and less costly to approach.

PERFORMANCE OBJECTIVE 10

Special Qualifications

Sometimes special qualifications are needed before a prospect can be considered an actual customer. For example, an individual considering life insurance must be able to pass a physical examination to qualify as a policyholder. Certain drugs and chemical products may be sold only to certain individuals and organizations.

Most wholesalers have a strict policy to sell only to authorized retailers and dealers, never to individual consumers, even though the latter may want the product and have the means to purchase it. It is in good enough condition to take on a long vacation trip? Are some of the features available on a new van--fuel injection, four-wheel disc brakes, air conditioning--worth having?

The salesperson can find out what the prospect needs by listening to him or her during the sales presentation. If the product is a vacuum cleaner and the prospect already has a fairly new one, the salesperson might point out the value of having two cleaners--a full-sized cleaner for carpeting in the house and a hand cleaner for small jobs. If the product is a power mower, the salesperson can point out the prospect's need for a larger, riding-type mower that will help get the grass cut faster and in greater comfort, thereby saving time and energy for recreation.

Means to Pay

Regardless of a want or need for the product, a prospect cannot qualify as a customer without the money to make a purchase. However, some people who are able to pay often use the excuse "I can't afford it" when they really mean they are not convinced they want or need the product. A salesperson who suspects that this reply is simply an excuse should not completely rule out the prospect as a potential customer. But such prospects should not be confused with those who really cannot afford to buy. The young parents who are struggling to meet the payments on a new car are obviously not in a position to buy an additional car, no matter how much they believe they need it. The salesperson who urges an already overburdened prospect to buy is unethical. Some people simply do not know when they are overextending themselves financially.

A salesperson whose product is expensive--say, a car, a refrigerator, a stereo-television combination, or a set of encyclopedias--should try to classify sales prospects according to their probable ability to pay. It makes good sense, then, to concentrate on prospects in the higher-income groups. Salespeople often carry several quality and price lines, and by classifying prospects by income they can determine the most likely line to sell.

Authority to Buy

The salesperson should make sure that the prospect who needs the product not only has the ability to buy but also the authority to buy. For example, if the salesperson calls on the chief pressman of a printing plant and sells the need for a new printing press, the salesperson must remember that the pressman probably does not have the authority to make the final decision. Usually, the salesperson will have to consult with the general manager too.

UNIT: PREPARING FOR SUCCESS IN SELLING

COMPETENCY: Use market support.

PERFORMANCE OBJECTIVE 11:

Given the necessary concepts and information in class, the student will be able to identify market support activities. The identification should include descriptions of advertising, sales promotion and publicity as forms of market support.

RESOURCES:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 6.

TEACHING ACTIVITIES:

1. Divide class into small groups.

   Each small group should be assigned to research several current issues of at least three magazines with national distribution and several current issues of a local newspaper. They should locate and note the following information:

   a. The number of companies of brand names in any given issue of a magazine that offers the same product or service for sale; for example, the number of appliances, car rental agencies, airlines, automobile manufacturers, insurance companies, etc.

   b. In the local newspaper, how many different grocery retailers advertise in the Thursday or Friday issues? How many advertise the same products?

   c. How much national advertising of the same products appear in related advertisements in the same issue?

   These facts and figures should be compiled on a chart that is large enough to be posted and read from the back of the classroom.

   This activity is designed to make students aware of the impressions national advertising has made upon them as potential consumers of certain products and services.

PERFORMANCE OBJECTIVE 11

Teaching Activities (Continued)

For each of the following products or services, write the name of the national advertiser. (A slogan is a phrase or sentence that is repeatedly associated with the product or service. For example, the slogan of Maxwell House Coffee is: "Good to the Last Drop"). If you cannot remember the particular slogan, check for the available media, such as newspaper or magazine ads, or radio or TV commercials.

PRODUCT OR SERVICE	NATIONAL ADVERTISER	SLOGAN
1. Greeting cards		
2. Soft drinks		
3. Airline		
4. Automobile		
5. Salt		
6. Cosmetics		
7. Soap		
8. Rent-A-Car		
9. Chemical product		
10. Headache remedy		
11. Men's hair preparation		
12. All-purpose cleaner		
13. Hotel or motel chain		
14. Restaurant chain		
15. Records		

EVALUATION

Practical Application:

Using concepts and ideas communicated in class, the student will be able to identify major market support activities.

Method of Evaluation:

Method of Evaluation will be observation by the instructor using key concepts discussed in class.

Questions:

1. Market support for salespeople does not include

   a. advertising.
   b. trade shows
   c. volume discounts.
   d. demonstrations and exhibits.

PERFORMANCE OBJECTIVE 11

2. All of the following are sources from which prospect lists may be generated EXCEPT

   a. want lists.
   b. visitor cards completed at a demonstration.
   c. wholesale representatives.
   d. sales training programs.

Answers:

1. c
2. d

PERFORMANCE OBJECTIVE 11

INFORMATION SHEET

Many companies supply their salespeople with some sort of prospect list. These lists are usually developed through responses to advertising, demonstrations, and exhibits. However, most successful salespeople must supplement these lists with prospects from other sources -- such as advertising, sales promotion, publicity, and referrals from satisfied customers. Some of the more commonly used methods are advertising, demonstrations/exhibits, and group prospecting.

Magazine and newspapers commonly carry advertising with coupons that invite the reader to send for a free booklet or product sample. From those that respond the salesperson can develop a list of interested prospects.

Visitors at special demonstrations and exhibits are often asked to fill out a card with their names and addresses. These cards are then turned over to a salesperson as leads. Trade shows and industry conferences are typical places that companies use this method.

Groups that are bonded by some aspect -- such as all the grocery stores in a state -- often form industry groups that can be used. Retailers, wholesalers, and manufacturers all have special interests that are common to their industries. Each can be a source of prospects for salespeople who sell to the group.

USING THE SALES PROCESS

UNIT: USING THE SALES PROCESS

COMPETENCY: Approach the prospect.

PERFORMANCE OBJECTIVE 12:

Given necessary information and classroom discussion, the student will be able to plan an effective approach for a sales position. The approach should accomplish two parts of a sales presentation: 1. gain the favorable attention of the prospect; 2. establish a favorable impression.

RESOURCES:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 7.

TEACHING ACTIVITIES:

1. Assign the following case to students to answer questions:
   Suppose that you are a salesperson in a jewelry store. A customer enters and says, "I am looking for a gift appropriate for a 25th wedding anniversary."

   a. What buying decisions have been made by the customer?
   b. What buying decisions must you help the customer make before the customer purchases a gift?
   c. What can you suggest?

2. Assign students to select several advertisements from newspapers, magazines, or brochures that advertise a product with which they are familiar. Clip these ads and underscore at least five different buying appeals with a pen or marker. On a separate sheet of paper, students should list the basic buying motives underlying each appeal and write an appropriate approach.

3. For each of the following situations assign students to write a merchandise approach, a welcome approach, and a service approach. Then place an "X" to the left of the most appropriate approach. The student will demonstrate the most appropriate approach.

   a. Jeff and Sue are looking at tennis rackets.

   b. You are at the back of the store doing stock work. A customer who seems to be looking for something enters your department.

   c. Mr. Canfield comes into your store and walks quickly over to the camera department. He seems to want to buy some film.

   d. You are busy showing a customer a set of screwdrivers when you notice another customer looking at a hammer.

PERFORMANCE OBJECTIVE 12

EVALUATION

Practical Application:

Using specific ideas and concepts communicated in class, the student will identify effective sales approaches.

Method of Evaluation:

Method of evaluation is observation using key concepts and ideas discussed in class.

Questions:

1. The beginning of a sales situation is called the

   a. greeting.
   b. approach.
   c. interest.
   d. action stage.

2. Which of the following is an example of a merchandise approach?

   a. "How may I help you?"
   b. "Good morning, Mrs. Jones."
   c. "This camera takes beautiful pictures in just seconds."
   d. "Good afternoon."

Answers:

1. b
2. c

PERFORMANCE OBJECTIVE 12

INFORMATION SHEET

Selling is a way of helping people buy. Successful selling means satisfying customers with the merchandise and the service that they desire.

The first step in selling is the approach -- when the customer and the salesperson first communicate. The approach involves greeting the customer to gain attention and then directing the customer toward the merchandise for sale.

A good sales approach:

Gains the customer's attention and acknowledges that customer's presence in the store.
Puts the customer at ease with a friendly smile.
Sets the stage for a successful sales presentation.

At least three types of customer approaches are usually used:

a. The **merchandise approach** or conversational approach directs the customer's attention to a specific item. "This cookware is on sale at tremendous savings" is an example.
b. The **welcome approach** is used primarily to greet customers on an informal basis. "Good morning, Mrs. Smith. How was your vacation?" is an example.
c. The **service approach** is best used with customers obviously in a hurry. "I can see you're in a hurry and I'm sure that together we can find it quicker. Tell me, exactly what is it you have in mind?" is an example.

UNIT: USING THE SALES PROCESS

COMPETENCY: Create interest in a product/service.

PERFORMANCE OBJECTIVE 13:

Given necessary concepts and classroom discussion, the student will be able to plan and dramatize effective questioning. The student should create interest in a product by planning the presentation to appeal to the customer, by asking questions which create a favorable situation for buying.

RESOURCES:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 9.

TEACHING ACTIVITIES:

1. Make the following assignments to students:
   Prepare at least three questions a salesperson might ask before selecting the following items to show customers: (a) ring, (b) blanket, (c) jeans, (d) rug, and (e) men's suit. Prepare a form like the one that follows for your answers.

ITEM	QUESTIONS TO BE ASKED BY SALESPERSON
Example: lamp	In what room will you put this? What style of furniture is in the room? What colors are in the room?

2. Discuss the following case in class:
   For each of the following items, there are two questions that a salesperson could ask a customer: (a) Camera: is this a gift? Are you looking for something simple to operate? (b) Wallet: do you want something for a man or woman? Do you like leather? (c) Paint: are you planning to use this on the exterior or interior? What color do you prefer? (d) Curtains: in what room are you planning to use these? Do you want something sheer or would a more opaque fabric be better? (e) Fabric: what color do you prefer? How do you want to use this material? Assign students to list the items and identify the best question that would apply in each case. Then have students demonstrate their choices.

3. Reinforce the above activity by having the students practice the demonstrations with each other.

PERFORMANCE OBJECTIVE 13

EVALUATION

Practical Application:

Using specific concepts discussed in class, the student will be able to demonstrate questioning designed to create interest in a product/service.

Method of Evaluation:

Method of evaluation is observation by instructor using the attached checklist.

Questions:

1. The reason that a customer purchases a product or service is called a

   a. sales presentation.
   b. product demonstration.
   c. sales motive.
   d. buying motive.

2. An open ended question is one that

   a. tells about the product.
   b. guarantees a yes or no answer.
   c. makes the customer leave but keeps the presentation open until the next time.
   d. helps the sales person obtain information.

Answers:

1. d
2. d

PERFORMANCE OBJECTIVE 13

CHECKLIST: CREATE INTEREST IN A PRODUCT/SERVICE

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Five basic steps in sales process covered.	_____	_____
2.	All features of product presented as benefits.	_____	_____
3.	At least one buying motive presented.	_____	_____
4.	Attempt to close sale.	_____	_____

PERFORMANCE OBJECTIVE 13

INFORMATION SHEET

The main concern of salespeople is to help to satisfy the needs and wants of customers with products or services. Before satisfying their needs, salespeople must understand the **buying motives** of customers. Buying motives are the reasons customers purchase a product or service. By watching customers' actions, asking customers questions and listening to their answers, salespeople can determine customers' buying motives.

Customers buy or act only when they get the answer to the question "How will I benefit?" and when they are convinced that the value of the product or service is at least equal to the price they must pay. Thus, sales people are value interpreters. In the absence of a value interpreter, all sales are based on price. It is important that the salesperson stress benefits -- what the product or service will do for the customer -- which are what customers buy. The technique of selling benefits applies to both product and service selling.

The conviction step is that part of the selling process which allows the salesperson to explain and demonstrate how a product or service will benefit the customer. Successful salespeople know what they are going to say and do to encourage the customer to buy.

Because buyer benefits come from product features, it is important that salespeople know product or service features, that they be able to explain how products or services work and that these product features be clearly translated into buyer benefits.

A product feature is a specific quality or characteristic of a product or service. It is something that you can see, feel, hear, smell, or taste.

Even if a salesperson uses an interesting approach, the prospect will not be interested unless it can be shown that the product or service will satisfy a need or want.

An effective method of determining a prospect's needs is to ask questions after we make sure we are "in step" with the prospect or customer. The following points are helpful to remember:

1. Draw the prospects' attentions by looking directly into their eyes.
2. Avoid the use of "I." Use "you" instead.
3. Do not interrupt prospects when they are talking. Wait until they have finished, pause, and then ask the questions.
4. Avoid questions that result in a simple yes or no answer. Try to get the prospect.

Once the needs of the prospect are determined, the successful salesperson will use product knowledge to try to successfully meet those needs.

UNIT: USING THE SALES PROCESS

COMPETENCY: Use benefits to convince the customer.

PERFORMANCE OBJECTIVE 14:

Given concepts and ideas discussed in class, the student will be able to discuss product features that will benefit customers, and then describe and demonstrate how to use these benefits in a sales presentation. The sales presentation should translate product features into buyer benefits which in turn helps to create a convincing sales presentation.

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 9.

TEACHING ACTIVITIES:

1. Assign the following exercises:
   When presenting merchandise, the salesperson must describe the item to convince the customer to buy. Write a short description that will convince the customer to buy the following items: (a) dress for daytime wear, (b) lightweight steel-framed luggage, (c) movie camera, (d) plastic dinnerware, and (e) Teflon-coated cookware. Prepare a form like the one that follows for your answers.

   Use this example to designate the fact, benefit and result.

ITEM	DESCRIPTION	BENEFITS
Electric blanket	The dual controls make it possible for	fact/feature
with dual controls	two people to use this blanket because	benefit
	each person can adjust the controls for individual comfort.	result

PERFORMANCE OBJECTIVE 14

2. Assign the following exercises. (Be sure to emphasize facts versus claims and to emphasize understatement, never overstate the capability of a product or service.)
   a. Select a product which you purchased recently and list at least five features and buyer benefits for that product.
   b. Select three products from the following list and translate their product features into buyer benefits:

      1. Brittania jeans
      2. Permanent press slacks
      3. Heavy-duty tennis balls
      4. Cross pen
      5. Tennis racket with leather grip
      6. Motorcycle
      7. Polaroid camera.

EVALUATION

Practical Application:

Using specific concepts discussed in class, the student will use product features in sales demonstrations.

Method of Evaluation:

Method of evaluation is observation by the instructor using concepts discussed in class.

Questions:

1. The first step in planning the sales presentation is

   a. describing how features will help customers.
   b. identifying the features of the product.
   c. demonstrating the features.
   d. translating the features into benefits.

2. Which of the following would not be considered a buyer benefit of an appliance?

   a. Money savings
   b. Time savings
   c. Maintenance
   d. Comfort

Answers:

1. b
2. c

PERFORMANCE OBJECTIVE 14

INFORMATION SHEET

Product presentation is important in helping the customer make a buying decision. An organized presentation allows the salesperson to maintain control of the sale and to create customer desire for the product. If based on solid product knowledge, the presentation reassures the customer that the salesperson is informed.

Planning the sales presentation involves:

1. Identify the features of the product.
2. Decide how these product features will help customers.
3. Translate these features into buyer benefits.
4. Buyer benefits include money savings, time savings, enjoyment, comfort and safety and many more.

Product features alone do not make customers buy. Features mean something only when the customer can relate the feature to something that will be of personal benefit. The successful salesperson will be able to translate each product feature into a buyer benefit.

The three steps most successful salespeople use are:

1. List the product or service features.
2. Decide what features will do for the customer.
3. Explain how the customer can benefit from the product features.

UNIT: USING THE SALES PROCESS

COMPETENCY: Create desire for a product/service.

PERFORMANCE OBJECTIVE 15:

Given the necessary information and classroom discussion, the student will be able to demonstrate the five steps to create desire. Customers must see themselves using, enjoying and/or benefiting from particular products or services.

RESOURCES:

Bodle and Corey. **Retail Selling,** 2nd ed..

TEACHING ACTIVITIES:

1. Assign the students to brainstorm all the ways they can think to create desire for a product or service. Put a composite list on the board or overhead projector and discuss the advantages and disadvantages.

2. Have students identify ten products or services and identify ways to create desire for each one.

PERFORMANCE OBJECTIVE 15

EVALUATION

Practical Application:

The student will be able to demonstrate the five parts of the desire step, thus creating desire.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts discussed in class.

Questions:

1. In creating customer desires, salespeople should emphasize

   a. customer reassurance.
   b. product features.
   c. end results of a favorable decision.
   d. customer objections.

2. The first thing a salesperson should do in the desire step is remind oneself

   a. to check the samples.
   b. to give the prospect a gift.
   c. of what the prospect wants and why they want it.
   d. to review all of their previous purchases.

Answers:

1. c
2. c

PERFORMANCE OBJECTIVE 15

INFORMATION SHEET

The desire step is used only when the salesperson and the customer have gone through the first three steps of the sales process and a decision still has not been made. It's usually at this point that we find out whether or not a person is a salesperson or an order taker.

The desire step is really a review of the sales discussion up to that point. The five steps are as follows:

1. Remind yourself of what your prospects said they wanted and why they wanted it.
2. Remind your prospective customer that they lack the benefits your product or service will give them to get their agreement.
3. Remind your customer that your product will satisfy that lack.

UNIT: USING THE SALES PROCESS

COMPETENCY: Overcome objections.

PERFORMANCE OBJECTIVE 16:

Given the necessary information and classroom discussion, the student will be able to use specific methods for handling customer objectives. The objections should show honest points of difference between the prospect and the salesperson and be handled in specific methods. The objective is usually nothing more than a request for information.

RESOURCES:

Ernest and Ashmun. **Selling Principles and Practices,** 5th ed.
Bodle and Corey. **Retail Selling,** 2nd ed.
Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 11.

TEACHING ACTIVITIES:

1. On a separate sheet of paper, ask students to write answers to the following common objections raised by customers.

   1. I don't like this color!
   2. This looks like it would shrink.
   3. Isn't that awfully expensive?
   4. My husband would want to see it first.

2. Assign the following to students:
   Select a product that you want to sell to a customer. Then write a sales presentation in dialogue form, using each of the following methods of overcoming objections: (a) direct denial method, (b) question method, (c) "yes, but" method, (d) superior point method, and (e) boomerang method.

3. Have each student select a product easily found in a store. Then have the class list as many possible objections as they can think of for that product. Beside each objection write a sales statement that will answer or overcome each objection.

4. Assign student to read the following objections and select the best response and the poorest response that a salesperson could make to the customer.

   A. I don't think I care for the color.
      1. Don't worry about it.
      2. What color did you have in mind?
      3. This color has been very popular.
      4 You will learn to like the color.

PERFORMANCE OBJECTIVE 16

B. It's too big for the room.
   1. It also comes in a slightly smaller size. Let me show you.
   2. Could it fit in another room?
   3. Not really.
   4. What size is your room?

C. It will be hard to keep clean.
   1. It's machine washable.
   2. You will only want to wear it for dress-up occasions.
   3. Yes, that is a good brand, but this one is also recognized as a quality product.
   4. I don't know what you are worried about; the instructions are on this tag.

D. I have always bought another brand.
   1. I understand that brand isn't as good as it used to be.
   2. You can buy that at the store across the street.
   3. Yes, that is a good brand, but this one is also recognized as a quality product.
   4. The brand of the product isn't important.

EVALUATION

Practical Application:

The student will describe the methods for handling customer objections and will demonstrate at least one in a manner that does not cause offense.

Method of Evaluation:

Method of evaluation is observation by the instructor using the attached checklist.

Questions:

1. The first important rule in answering objections is to

   a. listen closely to what the customer is objecting.
   b. restate the objective.
   c. answer the objective.
   d. understand the customer's feelings.

2. In restating the objection, the successful salesperson is
   a. preparing an appropriate reply.
   b. showing that the customer's point of view is understood.
   c. showing that the objective has no merit.
   d. preparing an objection.

Answers:

1. a
2 b

PERFORMANCE OBJECTIVE 16

CHECKLIST: HANDLE CUSTOMER OBJECTIONS

	ACTIVITY	RATING Acceptable	Unacceptable
1.	Salesperson listens to objection.	_____	_____
2.	Salesperson shows an understanding of objection.	_____	_____
3.	Salesperson answers objection tactfully.	_____	_____
4.	Salesperson gets commitment from customer.	_____	_____

PERFORMANCE OBJECTIVE 16

INFORMATION SHEET

Every successful salesperson has to be prepared to answer objections and excuses. There is a general procedure by which most objections can be answered.

1. Listen to the customer's objection -- carefully understand what the customer is saying.

2. When the customer has finished the objection, pause for a minute -- carefully prepare an appropriate reply.

3. Understand the customer's feelings and appreciate their point of view -- avoid any type of argument.

4. Restate the objection -- the salesperson can rephrase the objection into a question to the customer, for a better understanding of the question.

5. Answer the objection -- use your product and/or service knowledge to answer the objection in a sincere, knowledgeable manner.

The methods for carrying out the rules are:

1. FEEL - FELT - FOUND METHOD

Objections: I Don't like this color!
Answer: I can appreciate how you feel - others have felt that way - one of the things they found was that this particular color gave them greater versatility since it blends so well with many other colors.

2. CUSHION - CLARIFY - APPRAISE - ANSWER - TRAIL CLOSE METHOD

CUSHION - I can appreciate how you feel.
CLARIFY - As I understand it, you're saying that is correct?
APPRAISE - If you can see how this will would be ready to go ahead to get this now?
ANSWER - EXPLAIN, REVERSE, ASK A QUESTION

The different types of objections should be listed and explained.
The 4 times to answer objection should be given and explained.
The ways to answer objections should be listed and explained.

Customer objections should be expected by every salesperson. They can be objections about product or service, price or for personal reasons. The successful salesperson will not be threatened by customer objections.

The first step in handling objections is to listen carefully to the customer's objection. Then after showing empathy and respect for the customer by cushioning the objection, the effective salesperson will use one of the two methods illustrated previously to overcome the objection. One of the major decisions a salesperson has to make is based on the objection just heard.

PERFORMANCE OBJECTIVE 16:

Some of the methods used to handle objections are the following:

1. A demonstration of the product/service, if possible, can eliminate customer doubts;
2. An endorsement by a third party, or testimonial, can often be very effective;
3. Continued questioning often can pinpoint the major customer objection;
4. In some cases, a direct denial by the salesperson, backed by authoritative literature, may overcome the objection.

UNIT: USING THE SALES PROCESS

COMPETENCY: Close the sale.

PERFORMANCE OBJECTIVE 17:

Given the necessary information and classroom discussion, the student will be able to describe techniques for closing the sale, and be able to demonstrate at least one of them. The techniques for closing a sale will vary from reviewing selling points to asking for the order directly.

RESOURCE:

Ditzenberger and Kidney. **Selling — Helping Customers Buy,** Chapter 12.

TEACHING ACTIVITIES:

1. Discuss the following with students:
   Which of the following are positive sales closers and why?
   a. "Will you take this with you or do you want it delivered?"
   b. "How many would you like, three or four?"
   c. "Well, which do you want?"
   d. "Will the green one be better or will the blue best fit your needs?"

2. Assign the following to students:
   Describe the closing method you would recommend for the following situations.
   a. The customer cannot decide which of four electric razors to buy.
   b. The customer does not know whether to buy now or wait for a few weeks.
   c. The customer is willing to buy the set of luggage if available in a different color.

EVALUATION

Practical Application:

The student will be able to describe typical ways in which salespeople close a sale, and will demonstrate at least one of them.

Method of Evaluation:

Method of evaluation is observation by instructor using the attached checklist.

PERFORMANCE OBJECTIVE 17

Questions

1. Which of the following is not a closing technique?

   a. Objection close
   b. Discount close
   c. Testimonial close
   d. Choice close

2. The close of the sale

   a. is the last step of the sale.
   b. may come at any time during the sale.
   c. follows any customer objection.
   d. determines customer needs and wants.

Answers

1. b
2. b

PERFORMANCE OBJECTIVE 17

CHECKLIST: CLOSE THE SALE

	ACTIVITY	RATING Acceptable	Unacceptable
1.	Salesperson stays calm during attempts to close.	_____	_____
2.	Closing technique is clearly one of six covered in class.	_____	_____
3.	Trial close attempted at least two times.	_____	_____
4.	Five basic steps in sales process covered.	_____	
5.	All features of product presented as benefits.	_____	
6.	At least one buying motive presented.	_____	
7.	Attempted to close sale.	_____	

PERFORMANCE OBJECTIVE 17

INFORMATION SHEET

The goal of every sales presentation is to close the sale. In a well-planned sales presentation, the customer accepts the merchandise or service and buys it. The close helps the customer make a wise buying decision.

Although salespeople realize they will not close every sale, they will close more sales if they know the proper techniques.

Closing techniques:

1. Ask your customers to buy -- customers expect you to close the sale.

2. Present a choice -- help your customers to narrow their selection to two items, not to a choice whether to buy or not to buy.

3. Assume they are buying -- ask a leading question that will get a commitment from the customers.

4. Advantages-and-disadvantages close -- review for the customers the benefits in making the purchase.

The close is not the final step in selling. The salesperson doesn't stop selling until the customer has gone.

ACQUIRING SELLING TECHNIQUES

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Manage time and/or territory.

PERFORMANCE OBJECTIVE 18:

Given the necessary information and classroom discussion the student will be able to describe how salespersons manage their territory and their time. The description of territory and time management as applied to sales will include the following topics:

a. The responsibilities of salespeople in managing time and territory,
b. Typical management procedures used in scheduling sales calls.

RESOURCE:

Ditzenberger and Kidney. **Selling — Helping Customers Buy,** Chapter 20.

TEACHING ACTIVITIES:

1. Arrange for a local wholesale or industrial salesperson to visit the class. Ask the salesperson to explain to the class how he budgets his time as he plans, sells, keeps records, and travels. Ask the students to evaluate his responses in terms of efficiency and effectiveness.

2. Assign students to write responses to the following questions:
   a. Assuming that there are 2,000 working hours in a year of 250 working days and that you earn $30,000 a year, how much does a 15-minute coffee break cost you? How much does a 20-minute social call on the telephone cost you?
   b. What would you do if you arrived on time for an appointment to see your prospect and were told that:
      a. The prospect can see you in ten minutes.
      b. The prospect is tied up in a conference for an indefinite period.
      c. The prospect was suddenly called out of town on a business trip.

EVALUATION

Practical Application:

The student will describe typical ways in which salespeople manage their territories and their time in their businesses.

Method of Evaluation:

Method of evaluation is observation by instructor using key concepts of the discussion.

PERFORMANCE OBJECTIVE 18

Questions:

1. Which of the following should be maintained in planning sales calls and presentations?

   a. Inventory levels
   b. Appointment book
   c. Confidential messages file
   d. Prospect list

2. An integral part of the salesperson's job that is usually done in the office is

   a. record keeping.
   b. a prospect list.
   c. a sales presentation.
   d. planning the next sales call.

Answers:

1. b
2. a

PERFORMANCE OBJECTIVE 18

INFORMATION SHEET

The key to successful management of a salesperson's time is not just a matter of organizing the sales presentation. The key involves making the most effective use of every hour spent on the selling job.

In addition to sales presentations, the salesperson spends many hours planning, maintaining records, establishing goals, traveling and waiting. As a result, successful salespeople learn to do these chores in the least time so that more time is available for actual selling.

Rule: PRIMARY THINGS IN PRIMARY TIME - SECONDARY THINGS IN SECONDARY TIME.

The procedures involved in managing time and territory are:

1. Planning -- daily activities are planned in advance to ensure that all duties are done in sequence. Usually an appointment book is maintained with all advance appointments noted in it.

2. Recordkeeping -- generally done in the salesperson's office. Records to be kept include customer records, prospect records, daily work records and summary records.

3. Goal setting -- using summary records, the salesperson can judge whether the efforts spent are producing the results desired. By using records, the salesperson can set goals or quotas to aim for in selling. Successful salespeople continually strive to reach the goal of top income, top performance and top value to his company.

4. Traveling and waiting -- traveling time should be carefully planned to ensure that lost selling time is held to a minimum. Waiting time is sometimes less easy to control. A customer may keep the salesperson waiting several minutes. If a salesperson has an appointment they should not wait any longer than 15 minutes. They should reset the appointment for another time and can be assured that when they return the wait will be minimal. The reason for this is if a salesperson doesn't respect their own time, why should their customers? Successful salespeople make good use of waiting time by planning for the next sales interviews, reviewing records or making additional calls in the area.

PERFORMANCE OBJECTIVE 18

The first step in handling objections is to listen carefully to the customer's objection. Then after showing empathy and respect for the customer by cushioning the objection, the effective salesperson will use one of the two methods illustrated previously to overcome the objection. One of the major decisions a salesperson has to make is based on the objection just heard, which describes this individual's place in the buying/selling process.

Some of the methods used to handle objections are the following:

1. A demonstration of the product/service, if possible, can eliminate customer doubts;
2. An endorsement by a third party, or testimonial, can often be very effective;
3. Continued questioning often can pinpoint the major customer objection;
4. In some cases, a direct denial by the salesperson, backed by authoritative literature, may overcome the objection.

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Develop customer perceptions.

PERFORMANCE OBJECTIVE 19:

Given the necessary information, the student will be able to describe how customer perceptions can be developed as the sales person observes the customer, gives a selling statement or asks questions and listens to the customer. Customer perceptions should be generated by the salesperson's manner and attitude displayed toward the customer.

RESOURCES:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 13.
Ernest and Ashmun. **Selling Principles and Practices,** 5th ed.

TEACHING ACTIVITIES:

1. Discuss emotional and psychological needs of buyers. Have each student select pictures of clothing and other items which he or she feels are typical of himself or herself and arrange them in the form of a collage.

   Assign each student to show the class his/her collage and give comments on whether or not it is typical of the image of students (i.e., the type of clothes he/she wears, etc.).

2. Assign the following case and questions for classroom discussion:
   Harriet and Tillie, salespeople in the children's wear department of a local store, were discussing customers. "I always have trouble with the customers who say they don't think their child needs the item," said Tillie. "Oh, that's nothing," replied Harriet. "I have trouble with the ones who tell me they have a friend who can prove everything I say is wrong." Tillie laughed and said, "I have trouble when they tell me the price is too high." Harriet agreed. "But I think the hardest thing is the customer who won't say anything at all" Tillie said.

   a. Which type of customer do you think is the most difficult?
   b. If you were the department manager, how would you help the two salespeople?
   c. How can Tillie get the customers who will not say anything to express their objections?

PERFORMANCE OBJECTIVE 19

EVALUATION

Practical Application:

The student will be able to describe typical ways that salespeople develop customer perceptions.

Method of Evaluation:

Method of evaluation is observation by instructor using concepts discussed in class.

Questions:

1. When a man trying on a sweater asks if the color is complimentary, he is appealing to what type of buying motive?

   a. Rational
   b. Emotional
   c. Passive
   d. Visible

2. When a woman asks about the purity of a water filtering system for her home, she is appealing to which type of buying motive?

   a. Rational
   b. Emotional
   c. Patronage
   d. Activity

Answers:

1. b
2. a

PERFORMANCE OBJECTIVE 19

INFORMATION SHEET

When making purchases, consumers have one thing in common, even though they have different personalities, buying problems and money habits. Their perceptions of their desires, needs and wants motivates them to buy things that represent advantages.

From a salesperson's point of view, some distinctions should be noted. A customer's need is based on a lack of a required essential. For example, food is required as an essential to live.

A want is a desire or craving. It may or may not be essential. For example, a washing machine is not an essential for living; yet, a washing machine is a real want for many people. The successful salesperson will not create a need for the washing machine -- the want to be free of the drudgery of washing clothes by hand is the idea that is sold. The physical features of washing machines are often the same; it is the skills of salespersons that conjure up brand distinctions of washing machines.

Customer perceptions are linked to buying motives. Buying motives may be emotional or rational. Sales presentations that emphasize efficiency and low maintenance costs are appealing to rational customer perceptions. Salespeople who emphasize comfort, romance or variety are appealing to emotional customer perceptions.

We are all creatures of emotion. We make buying decisions based on emotion and then justify our decision with logic. Most of us don't buy on the basis of need but on the basis of wants. For example, we don't really need microwave ovens or remote controlled televisions.

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Recognize customer buying signals.

PERFORMANCE OBJECTIVE 20:

Given the necessary information and classroom discussion, the student will be able to describe how buying signals of a customer can be determined. The description of buying signals should include typical buying signals most customers use in purchasing products.

RESOURCE:

Bodle and Corey. **Retail Selling,** 2nd ed., Chapter 12.

TEACHING ACTIVITIES:

1. Assign students to visit at least three stores in your community to observe salespeople in action. Have students evaluate the performances on a form you prepare and then bring their evaluations to class to discuss. They should describe how quickly the salespeople respond to the buying signals.

2. Invite a salesperson from a local car dealership to the class to discuss customer buying signals. Ask him to describe how customer buying signals are turned into sales.

EVALUATION

Practical Application:

From given specific facts and ideas communicated in class discussions, the student will describe how to recognize and demonstrate customer buying signals.

Method of Evaluation:

Method of evaluation will be observation by the instructor using key words of description.

Questions:

1. Which of the following would not be considered a buying signal of a customer?

   a. The customer is smiling at the product.
   b. The customer picks up the product and walks toward the cash register.
   c. The customer leaves the store with a promise to be back.
   d. The customer asks a question about the product.

PERFORMANCE OBJECTIVE 20

2. Immediately after the salesperson recognizes the customer's buying signals, the next step is

   a. the trial close.
   b. the delivery.
   c. the gift wrapping.
   d. to determine their needs.

Answers:

1. c
2. a

PERFORMANCE OBJECTIVE 20

INFORMATION SHEET

Definition of buying signal:

A buying signal is anything the customer says or does which tells the salesperson the customer may be ready to make a buying decision. Typical buying signals include:

1. Facial expressions and body language,
2. Favorable comment on the product or service,
3. A question on a very minor point that suggests all major questions have been answered,
4. A change in position (toward the counter or cash register),
5. The customer continues to handle the merchandise.

By recognizing customer buying signals, a salesperson can decide when to close the sale. Timing of the close will depend on the type of customer; whether the customer needs are immediate or future; and on the customer's ability to buy.

A trial close is the next step in the sales process.

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Use add-on selling techniques.

PERFORMANCE OBJECTIVE 21:

Given the necessary information and classroom discussion, the student will be able to describe how add-on selling is being helpful to customers in making their shopping trips more complete and satisfactory. The evaluation should include add-on (suggestion) selling that offers a chance for the salesperson to increase the size of an order.

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 13.

TEACHING ACTIVITIES:

1. For each of the items below, have the class list at least four related items for each of them:
   - Golf clubs
   - Jogging shoes
   - Stereo receiver
   - Ladies' winter coats
   - Stereo tape deck.

2. Assign students to visit several stores in your community until they find one that uses suggestion selling in its displays. Have them photograph or sketch the display and describe its content.

EVALUATION

Practical Application:

Using specific facts and ideas communicated in class, the student will be able to describe and demonstrate how add-on selling adds to customer satisfaction and to increased sales.

Method of Evaluation:

Method of evaluation is observation by instructor using concepts discussed in class.

PERFORMANCE OBJECTIVE 21

Questions:

1. By matching a new fashion tie with a new shirt for the customer's approval, the salesperson is using

   a. substitute selling.
   b. suggestion (add-on) selling.
   c. testimonial close.
   d. trial close.

2. Suggestion selling is based on

   a. what customers tell the salesperson during the sale.
   b. how motivated the salesperson is.
   c. the needs of the customer.
   d. sales quotas.

Answers:

1. b
2. a

PERFORMANCE OBJECTIVE 21

INFORMATION SHEET

Suggestion selling is a service that the salesperson provides customers. It is a sincere attempt to remind customers of items they may need. The suggestions made should be based on what the customers tell the salesperson during the sale.

When done correctly, suggestion selling benefits the customer, the salesperson, and the business. By being knowledgeable about the products and services of the business, the salesperson is able to be of use to customers.

For example, when customers buy fashion items, they appreciate the advice and opinions of salespeople. A sincere salesperson will try to assist in selecting fashion items that look best on the customer.

Salespeople working on commission appreciate the increased wages that suggestion selling provides them. Those not on commission still benefit from the increased sales volume that comes with suggestion selling, because it makes them a more productive and valued sales employee.

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Use substitute selling where applicable.

PERFORMANCE OBJECTIVE 22:

Given the necessary information and classroom discussion, the student will be able to describe those sales situations in which substitute selling is applicable. The description should include situations in which substitute selling is applicable: where the desired merchandise is out of stock, or where the customer's desired item is of the wrong size, color, or model.

RESOURCE:

Bodle and Corey. **Retail Selling,** pages 256-7.

TEACHING ACTIVITIES:

1. Assign the following case and questions for class discussion:
   Ms. Kay enters your hobby store and asks you if you can help her find a gift for her son. You are so busy with another customer that you ask Fred to help her. The following is a conversation between Fred and Ms. Kay.

   MS. KAY: I need a birthday present for my son. He will be 17 on Saturday.
   FRED: That's nice. May I suggest one of our newest paint-by-number sets?
   MS. KAY: No, that would never do. He's a young man.
   FRED: Well, what is it you would like to see?
   MS. KAY: I don't know for sure. Something that young people like.
   FRED: Perhaps I could suggest a book about stamp collecting?
   MS. KAY: No, I think not. Well, thank you anyway.

   Why did Ms. Kay leave dissatisfied?
   If you had been taking care of Ms. Kay, what would you have done that Fred did not do?

PERFORMANCE OBJECTIVE 22

EVALUATION

Practical Application:

The student will describe and demonstrate typical sales situations in which substitute merchandise should be suggested to the customers.

Method of Evaluation:

Method of evaluation is observation by the instructor using concepts discussed in class.

Questions:

1. Substitute selling should not be used when the desired

   a. merchandise is out of stock.
   b. is of the wrong size.
   c. product is the wrong model.
   d. merchandise is limited.

2. An acceptable substitute to the customer is usually based on the salesperson's ability to

   a. listen carefully to the customer.
   b. the customer's needs.
   c. convince the customer to consider the substitute.
   d. use persuasive techniques.

Answers:

1. d
2. a

PERFORMANCE OBJECTIVE 22

INFORMATION SHEET

There will be times when the item or service requested by a customer is not available. The alert and successful salesperson will take this opportunity to suggest a substitute where applicable.

The main points to remember when suggesting substitutes are:

1 Comment on the customers good taste and knowledge of that product. Then ask "What is it that you like about that particular product?" Emphasize those similar features in the particular product.
2. Ask specific questions to determine the specifics behind the customer's need.
3. Emphathize with the customer -- make the substitute a meaningful one by being alert to the moods of the customer.
4. Prepare ahead -- good substitute selling is based on extensive knowledge of the merchandise and/or services.
5 Always give a sound reason for suggesting the substitute item. Common characteristics, savings and convenience are the most useful.

Successful salespeople will listen and watch the customer. When an item cannot be delivered, they will suggest an appropriate substitute based on the original request and on their knowledge of their business.

UNIT: ACQUIRING SELLING TECHNIQUES

COMPETENCY: Try a trial close.

PERFORMANCE OBJECTIVE 23

Given the necessary information and concepts, the student will be able to describe how to make a trial close. A trial close is a test to see if the customer is ready to buy.

RESOURCES:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 12.
Ernest and Ashmun. **Selling Principles and Practices,** 5th ed., Chapter 3.

TEACHING ACTIVITIES:

1. Assign the following to students:
   From a magazine or newspaper select an advertisement that provides ample selling information, preferably one that actually lists the product's selling points. Using this information, prepare six different closes to a sale of the product.

2. Have students observe three sales presentations and identify the trial close in each situation. This could be done in a school store, with a sales project or in a local retail establishment.

EVALUATION

Practical Application:

The student will describe typical techniques used in trial closes from ideas communicated in class.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts of the discussion.

PERFORMANCE OBJECTIVE 23

Questions:

1. A trial close is usually done in all of the following situations except

   a. after determining the customer's wants.
   b. after handling an objection.
   c. following a question.
   d. anytime a buying signal is detected.

2. In deciding when to use a trial close, the successful salesperson will look for

   a. a decision by the buyer.
   b. a closing question.
   c. the actual needs of the customer.
   d. buying signals of the customer.

Answers:

1. c
2. d

PERFORMANCE OBJECTIVE 23

INFORMATION SHEET

When the buyer gives any kind of buying signal, the salesperson should try a **trial close.** A trial close is merely the first attempt to discover customers opinions. It is one form of buying signals. Questions that a customer might ask to indicate a buying signal are:

When do you deliver?
Could I take this home and try it?
Do you take trade-ins?

Usually the trial close is attempted after the salesperson has made several major points about the product or service and has observed buying signals in the customer's appearance.

The successful salesperson will make the buying step of the customer an easy one. After an appealing presentation that shows the product or service benefits, it is a natural step for the customer to buy.

The main purpose for using trial closes:

A closing question asks for a decision whereas a trial close asks for an opinion. If the response top a closing question is negative, it is difficult to get the presentation back on track. However, if the response to a trial close is negative, that simply tells us we need to continue selling and it will also tell us where the customer is in the buying process.

USING SALES SUPPORT ACTIVITIES

UNIT: USING SALES SUPPORT ACTIVITIES

COMPETENCY: Know company policy/procedures.

PERFORMANCE OBJECTIVE 24

Given the necessary information and classroom discussion, the student will be able to describe how to get the necessary company policy information. This discussion will include information on generally accepted policies in sales departments, including the following concepts:

a. Prospecting, selling, and sales-support activities
b. Written and unwritten company rules.

RESOURCES:

Ernest and Ashmun. **Selling Principles and Practices,** 5th ed., Chapter 22.
Wingate and Nolan. **Fundamentals of Selling,** 10th ed., pages 479-480.

TEACHING ACTIVITIES:

1. Contact a local products salesperson to get an example of a weekly sales report. If available, also get an example of an expense report that the salesperson files. Show both to class and examples of reports that are filed weekly.

2. Invite the sales manager of a local bottling company to come to class to describe company policies for his sales people.

3. Have students contact local businesses to determine the types of discounts that are given, and give the type of business that would possibly use that type of a discount. Their research should include as a minimum:

   a. Trade discount
   b. Quantity discount
   c. Cash discount
   d. Seasonal discount.

EVALUATION

Practical Application:

The student will describe typical company policies and procedures from given factual situations and ideas communicated in class.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts of the discussion.

PERFORMANCE OBJECTIVE 24

Questions:

1. The beginning salesperson can expect to find that there are company policies on all of the following except

   a. the type of prospects to contact.
   b. how many sales calls to make each week.
   c. in which territory to work.
   d. how to manage their time.

2. Whom should the new salesperson ask in attempting to learn company sales policies and rules?

   a. The company's sales manager
   b. The controller of the company
   c. The office receptionist
   d. The company's systems analyst

Answers:

1. d
2. a

PERFORMANCE OBJECTIVE 24

INFORMATION SHEET

The responsibilities of a salesperson center around the specifics of the job. Most duties include the selling of products, customer service, prospecting, developing new customers, controlling sales expenses, writing reports, and participating in sales meetings.

In many cases, company rules influence sales goals. These policies may specify what type of prospect to contact, what territory to work in or how many calls to make each week.

For most salespeople the most important policies are those that deal with **sales quotas.** Quotas are usually set by management and are expressed in weekly, monthly, or yearly sales volume terms.

The specific company policies toward the various phases of selling, including reports, will normally be spelled out by a firm's sales management. A company's sales management team is ultimately responsible for the entire operation of the sales team.

UNIT: USING SALES SUPPORT ACTIVITIES

COMPETENCY: Know company organizational structure.

PERFORMANCE OBJECTIVE 25:

Given the necessary information and classroom discussion, the student will be able to discuss the need for organizational structure and identify the two principal types used in business. The two principal types of organization structures that are used in business are (1) the line and (2) the staff and line organization.

RESOURCE:

Edward and Burrow, **Business Principles and Management,** Chapter 24.

TEACHING ACTIVITIES:

1. Assign the following for class work.
   Draw an organization chart for an automobile dealer and service station based on the following facts:
   a. The owner of the business is J.M. Gray.
   b. The business consists of a service station, a used car sales department, a repair department, and a parts department.
   c. Gray's son, John, acts as his assistant but also manages the parts department and supervises, to a certain extent, all of the other functions.
   d. B.L. O'Hara and three assistants have charge of the repair department.
   e. O.P. Thompson has charge of the used car sales department, but a young woman by the name of Linda Williams spends most of her time selling the used cars.
   f. Gray's nephew, Jim Blake, takes care of the service station with the assistance of two part-time employees.

EVALUATION

Practical Application:

Using specific facts and concepts discussed in class, the student will identify the principal types of organizational structures.

Method of Evaluation:

Method of evaluation is observation by the instructor using key concepts discussed in class.

PERFORMANCE OBJECTIVE 25

Questions:

1. The line form of business structure is more common to

   a. big corporations.
   b. big companies.
   c. small companies.
   d. large cooperatives.

2. The use of specialists as aides in a large corporation is an example of which type of organization?

   a. Line organization
   b. Line and staff organization
   c. Quincunx
   d. Political

Answers:

1. c
2. b

PERFORMANCE OBJECTIVE 25

INFORMATION SHEET

The two main types of business organizational structures are:

1. Line;
2. Staff and line.

In the line organization pattern, all communications come from one source, usually the sales manager. In a small business, the owner may be the source of all policy decisions. Using the line structure, a sales manager will instruct an assistant sales manager who will in turn instruct the sales people under him.

In other words, responsibility and authority flow down through the various levels of the company, from superior to subordinate, in clear and unbroken lines. Usually, only relatively small firms are operated on a strictly line organization.

Because of special requirements, many businesses need additional staff to provide information not readily available to the salespeople. For example, a sales person selling heavy machinery might have to consult his company's engineering staff for advice on a customer's needs. The information from the engineer could have vital impact on the sale. In this type of situation, the data from the staff has the effect of policy on the salesperson.

The use of specialists is very common in large corporations and adds flexibility to the company's total marketing staff.

Salespersons will find it helpful to refer to the organization charts of their companies from time to time in order to become familiar with them. They serve as blueprints as to how their jobs fit into the overall structure of the company.

UNIT: USING SALES SUPPORT ACTIVITIES

COMPETENCY: Process company forms and reports.

PERFORMANCE OBJECTIVE 26:

Given the necessary concepts and classroom discussion, the student will describe the process of using company forms and reports. The information carried on forms and reports should be presented so that those who receive the messages can use the papers to assist in making sound decisions.

RESOURCES:

Edward and Burrow. **Business Principles and Management,** 8th ed., Chapter 18.
Bodle and Corey. **Retail Selling,** 2nd ed., Chapter 7.

TEACHING ACTIVITIES:

1. Arrange for a local store manager to visit the class. Ask him to bring to class a selection of the various forms that his store uses, to include a sales form, an inventory form and a cash register form.

   Draw up sample sales form to record the following payment transactions. Provide the information needed for the sales form. Use local addresses and the current date.

   a. Marina Pacheco gives you $20 for a cash sale. The sales tax is 6 percent. The purchase is a $15 radio to be delivered to another address. The department number is 832. There is no delivery charge for items over $10.
   b. Angelo Ferraro, an invalid, telephones the store and requests a navy robe, size 40, at $18.95, and a pair of navy slippers, size 11, at $8.95. He asks that this merchandise be sent COD. The sales tax is 6 percent. The department number is 41.

EVALUATION

Practical Application:

The student will be able to complete a typical sales form with no errors.

Method of Evaluation:

Method of evaluation is observation by the instructor using the attached checklist.

PERFORMANCE OBJECTIVE 26

Questions:

1. A written record of a sale is called a

   a. register tape.
   b. sales form.
   c. sales hook.
   d. purchase order.

2. If you make an error while recording the sale, you should save the incorrect form and write across the front of it the word

   a. LOST.
   b. VOID.
   c. STOP.
   d. ERROR.

Answers:
1. b
2. b

PERFORMANCE OBJECTIVE 26

CHECKLIST: COMPLETE SALES FORM

	ACTIVITY	RATING Acceptable	Unacceptable
1.	All pertinent spaces filled in with information.	_____	_____
2.	Sales amounts totaled correctly.	_____	_____
3.	Sales tax included with total sale.	_____	_____

PERFORMANCE OBJECTIVE 26

INFORMATION SHEET

Different kinds of business forms are used in different businesses. Each form is used to meet specific needs. While some businesses use many different forms, others may use the same form for every type of sale.

A **sales form** is a written record of a sale. Sales forms can be called sales slips, sales checks, or sales receipts.

Customers should always get some type of receipt for their purchases. The sales form is a receipt and a copy of a simple contract. In many cases, the sales receipt must accompany any merchandise returned.

If an error is made in completing a sales form and the form can not be used, the salesperson should **not** throw it away. The salesperson should write the word "VOID" across the front of the form. Some businesses may require a brief explanation of the error. After voiding the sales form, use the next form in order for the sale.

UNIT: USING SALES SUPPORT ACTIVITIES

COMPETENCY: Know inventory and location of merchandise.

PERFORMANCE OBJECTIVE 27:

Given the necessary information and classroom discussion, the student will be able to discuss the need for inventory information in the selling process. The purpose of a physical inventory is to determine the exact amount and location of merchandise the business has on hand.

RESOURCE:

Bodie and Corey. **Retail Selling,** 2nd ed., Chapter 8.

TEACHING ACTIVITIES:

1. Have students design an inventory sheet with the following headings:

Number	Description	Serial Number	Quantity

Assign students to inventory your Marketing Education classroom, or school store. Check their inventory with your master list for accuracy. Have students answer the following questions:

1. Why do businesses take inventory?
2. Why is it important to be accurate when taking inventory?
3. What are some common rules for taking inventory?

EVALUATION

Practical Application:

The student will be able to identify sources for information about inventory procedures and about location of merchandise.

Method of Evaluation:

Method of Evaluation is observation by the instructor using key concepts discussed in class.

PERFORMANCE OBJECTIVE 27

Questions:

1. A physical inventory is performed by

   a. electronic cash registers.
   b. actual inventory counts.
   c. public accounting firms.
   d. book record of sales.

2. A physical inventory will not provide information about

   a. the amount of the store's profit or loss.
   b. what merchandise to reorder.
   c. which products have been selling well.
   d. why customers are buying a certain product.

Answers:

1. b
2. d

PERFORMANCE OBJECTIVE 27

INFORMATION SHEET

In retail stores, salespeople may be needed to take a physical count of the merchandise. Called a physical inventory, the purpose of the physical inventory is to calculate the exact amount of merchandise the business has on its shelves.

Information from the physical inventory provides the data to help determine the store's profit or losses. It also shows what merchandise is selling well and gives some idea on what merchandise to reorder.

Depending on the type of store, physical inventories occur from a frequency of once per month to once per year.

UNIT: USING SALES SUPPORT ACTIVITIES

COMPETENCY: Use sales-related equipment.

PERFORMANCE OBJECTIVE 28:

Given the necessary information and classroom discussion, the student will be able to identify and describe sales- related equipment. The successful operation of the business depends upon skilled salespeople who can use sales-related equipment (such as cash registers and telephones).

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 21.

TEACHING ACTIVITIES:

1. Have each student prepare and give a selling conversation that could be conducted by telephone. The product or service can be of the student's choosing, and the prospective customer may be someone of acquaintance or an imaginary customer. The sales conversation should follow the suggested pattern:

    1. Identify the salesperson and the company.
    2. Ask leading questions of the customer-prospect to determine his or her possible interest in the product or service.
    3. Give one or two strong selling points about the product or service that will get the customer-prospect's attention or that will cause him to ask questions or indicate his interest.
    4. Ask the customer-prospect for an opportunity to show or tell more information, and make an appointment.
    5. Thank the person for his/her time and interest.

2. Assign the following for class work:

    The following is a list of Cash Register DOs and DON'Ts. You are to answer why you think each rule is important. Answers may be oral or written. Each rule should be discussed, and the reasons thoroughly understood.

PERFORMANCE OBJECTIVE 28

Teaching Activities Continued

DO ring every item.
DO tear off half the ticket from all items that have a 2-part ticket.
DO open all pocketbooks and other items with a cover to check for concealed merchandise.
DO check merchandise in all unsealed boxes.
DO check 2-piece items-sizes should correspond.
DO check mix-and-match sets for separate price tags.
DO check all tickets to determine whether or not the ticket has been substituted.
DO check all packages going through the register to see if they have a sales slip attached.
DO check the amount of money you are sending for change and the change you receive.
DO repeat the amount of money given to you by the customer and repeat the change given to the customer.
DO make sure all checks are authorized.

DO NOT sit on check-out counters.
DO NOT take a customer's word for a price.
DO NOT open the cash drawer after a sale is complete.
DO NOT exchange money from one register to another.
DO NOT talk while ringing the register.
DO NOT leave the register without permission.
DO NOT let any other person use your register without signing for it.
DO NOT keep packages for customers under the counter.

EVALUATION

Practical Application:

Using specific facts and ideas communicated, the student will identify and describe various types of sales-related equipment.

Method of Evaluation:

Method of evaluation is observation by the instructor using the key concepts discussed in class.

Questions:

1. Businesses do not use the telephone to

   a. tell customers about new products and services.
   b. order merchandise.
   c. sell products and services.
   d. demonstrate how the product works.

Questions continued

2. The type of cash register a business uses depends on all of the following except

   a. The specific type of business.
   b. The sales volume of the business.
   c. Amount of data required by the business.
   d. The quantity of merchandise sold.

Answers:

1. d
2. d

PERFORMANCE OBJECTIVE 28

INFORMATION SHEET

As a means of communication, the **telephone** is very important for most businesses. It is used to order merchandise, to seek new customers, to make appointments with customers, to inform customers about new merchandise, and to build customer goodwill.

Using a telephone, the salesperson can contact customers without having to travel and usually can contact more customers in a day.

For most people, it is more difficult to sell using the telephone. There is no personal contact with the customer; the customer cannot see the product nor observe it working. The salesperson cannot see customer's reactions or get the customer involved in the presentation.

Most retail businesses use a **cash register** to record sales. They use cash registers to provide accurate, detailed information that is essential to the operation of their business. In addition to providing a money storage drawer, the cash register serves as an information-gathering tool.

Using cash registers, businesses record daily sales figures, decide which products and/or services are selling well, and decide which departments are more profitable.

The type of cash register that a business uses will depend on the type of business, the sales volume, and the amount of data needed by the business.

IDENTIFYING SALES OPPORTUNITIES

UNIT: IDENTIFYING SALES OPPORTUNITIES

COMPETENCY: Identify sales job opportunities.

PERFORMANCE OBJECTIVE 29:

Given the necessary information and classroom discussion, the student will be able to identify the three major types of businesses that employ salespeople. The identification should show the differences between a manufacturer, a retailer, and a wholesaler.

RESOURCE:

Ditzenberger and Kidney. **Selling - Helping Customers Buy,** Chapter 19.

TEACHING ACTIVITIES:

1. List the benefits offered by a career in selling. Have students select the ones they feel match the important factors in selecting an occupation.

2. Have students rank the following jobs in order of preference. Rank the jobs from 1 to 12, with number 1 being the best liked and number 12 the least liked.

   Department store salesperson
   Sales engineer
   Insurance agent
   Real estate agent
   Specialty shop salesperson
   Rackjobber
   Wholesale route salesperson - industrial
   Wholesale route salesperson - retail
   Industrial wholesale salesperson
   Missionary salesperson
   Manufacturer's representative
   Manufacturer's salesperson.

3. List the three major types of businesses which employ salespeople.

4. Explain the differences between a manufacturer, a retailer and a wholesaler.

PERFORMANCE OBJECTIVE 29

EVALUATION

Practical Application:

Using specific facts and ideas communicated, the student will identify the major types of businesses that employ salespeople, and identify the major benefits of a career in selling.

Method of Evaluation:

Method of evaluation is observation by the instructor using the key concepts discussed in class.

Questions:

1. Which of the following types of businesses is **not** one of the three major types of businesses that employ salespeople?

   a. Retailers
   b. Producers
   c. Wholesalers
   d. Manufacturers

2. Which of the following occupational areas employ the most salespeople?

   a. Retailing businesses
   b. Manufacturers
   c. Wholesalers
   d. Real estate

Answers:

1. b
2. a

PERFORMANCE OBJECTIVE 29

INFORMATION SHEET

The three major types of businesses that employ salespeople are retailers, wholesalers and manufacturers.

Retailers sell merchandise and services to consumers.

Wholesalers sell products to retailers, other wholesalers, and industrial businesses.

Manufacturers sell products to other manufacturers or directly to wholesalers or retailers.

Retail businesses employ the most salespeople. Retailing is one of the few occupations in which qualified salespeople may advance to executive jobs regardless of their educational background.

UNIT: IDENTIFYING SALES OPPORTUNITIES

COMPETENCY: Prepare resume for sales position.

PERFORMANCE OBJECTIVE 30:

Given the necessary instructions, the student will prepare a resume for a sales position. The name and address of the applicant, the specific facts to be communicated and the necessary personal data are to be included. The resume must include all information in concise form, without grammatical or spelling errors, and must be in acceptable resume form.

RESOURCE:

S. C. Department of Education. **Job Seeking - How and Where?**

TEACHING ACTIVITIES:

1. Review the parts of a resume.
2. Discuss the different formats that resumes may take.
3. Using overhead projector and transparencies, illustrate resume styles.
4. Distribute sample resumes and have students identify the parts of a resume: personal information, work history, references and education.
5. Distribute a resume outline and have students complete it, filling in their own information.
6. Discuss the types of references that may be used on a resume.
7. Assign students to prepare a resume using the following guide:
   a. Determine appropriate resume format.
   b. Outline information to be communicated.
   c. Compose resume to include personal information, education, references and other needed information.
   d. Proofread and revise as necessary.
   e. Prepare final copy of resume.

EVALUATION

Practical Application:

The student will compose a resume for a sales position from given specific facts and ideas to be communicated, from personal information and work history.

Method of Evaluation:

Observation by the instructor using the performance guide and checklist. All items must be rated acceptable.

PERFORMANCE OBJECTIVE 30

Questions:

1. Which of the following should not be included in a resume?

   a. Education
   b. Work experience
   c. Age
   d. References

2. A resume should be all of the following except

   a. well-written.
   b. organized.
   c. hand written.
   d. error-free.

Answers:

1. c
2. c

PERFORMANCE OBJECTIVE 30

CHECKLIST: PREPARE A RESUME FOR SALES POSITION

	ACTIVITY	RATE	
		Acceptable	Unacceptable
1.	Selected the appropriate resume format.	_____	_____
2.	Outlined information to be included on resume.	_____	_____
3.	Included in the resume are: personal information, education, and work history references.	_____ _____ _____	_____ _____ _____

PERFORMANCE OBJECTIVE 30

INFORMATION SHEET

A **resume** is an outline of factual information about a job applicant. It includes personal information, education, work experience, and references.

The resume should be typed without error. Organization and details make a difference, so the applicant should ensure that the resume is neat and gives a good first impression. It should include all the personal information that is important for the job.

There is no one standard form for a resume. It should be well-written, organized, and error-free.

PERFORMANCE OBJECTIVE 30

RESUME

JOANNE B. BROWN
P.O. Box 156
Olar, South Carolina 29843

Telephone: 803-593-3721
Soc. Sec. No.: 247-87-9397

PERSONAL
Birthdate: January 6, 1964
Marital Status: Single

Height: 5'4
Weight: 115 lbs.

JOB OBJECTIVE

EDUCATION

Barnwell High School, Barnwell, South Carolina	1979
(High school diploma to be awarded in June 1983)	
Barnwell Middle School, Barnwell, South Carolina	1977-1979
Barnwell Grammar School, Barnwell, South Carolina	1971-1977

Barnwell County Vocational Center, Blackville, South Carolina
(Completion of a two-year course in Marketing Education in May 1983)

HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS

President of Distributive Education Clubs of America (DECA)
Student Council Representative, Barnwell High School
Cheerleader for football, Barnwell High School

WORK EXPERIENCE

Babysitting for same family for four years (James F. Hartzog, Olar, South Carolina)
Cashier for Bennett's Drugs and Sundries, Saturdays for two years (W.T. Bennett, Owner, Olar, South Carolina)

SKILLS

Typing, dealing with customers, driving farm equipment, answering telephone., cashering, photography.

REFERENCES

Mrs. June Cole
Instructor of Marketing Education
Barnwell County Vocational Center
Rt. 2, Box 232
Blackville, South Carolina
803-259-5512

Mrs. Jean Cave
Guidance Counselor
Barnwell High School
Barnwell, South Carolina 29812
803-258-3915

Mr. John F. Peoples
Minister
First Baptist Church
Olar, South Carolina 29843
803-368-7725

PERFORMANCE OBJECTIVE 30

RESUME WORKSHEET

NAME
ADDRESS

TELEPHONE
SOC. SEC. NO.

PERSONAL

JOB OBJECTIVE (OPTIONAL)

EDUCATION

HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS

WORK EXPERIENCE

SKILLS

REFERENCES

UNIT: IDENTIFYING SALES OPPORTUNITIES

COMPETENCY: Complete an application form.

PERFORMANCE OBJECTIVE 31:

Given the necessary information, the student will complete an application form. The name and address of the applicant, the specific facts to be communicated and the necessary personal data are to be included. The application should include all necessary information, without grammatical or spelling errors.

RESOURCE:

S. C. Department of Education. **Job Seeking - How and Where?**

TEACHING ACTIVITIES:

1. Review the parts of an application.
2. Discuss the arrangements that applications may take.
3. Using overhead projector and transparency, show a basic application.
4. Distribute blank applications and have students complete the form using their personal data, education/work experience and references.
5. Discuss the types of references and their value in the application process.

EVALUATION

Practical Application:

The student will complete an application for a position given facts and ideas to be communicated, from personal information and work history.

Method of Evaluation:

Observation by the instructor using the performance guide and checklist. All items must be rated acceptable.

Questions:

1. The first thing you should do when given an application form is

   a. print carefully.
   b. type the answers.
   c. read it carefully.
   d. sign it with your best signature.

PERFORMANCE OBJECTIVE 31

Questions continued:

2. If you make a mistake on the application and cannot erase it, you should

   a. cross out the mistake and write over it.
   b. erase it.
   c. use White-out to cover it.
   d. ask for another application form.

Answers:

1. c
2. d

PERFORMANCE OBJECTIVE 31

CHECKLIST: COMPLETE AN APPLICATION FORM

	ACTIVITY	RATE Acceptable	Unacceptable
1.	Outlined the appropriate personal information and references data.	_____	_____
2.	Completed application for employment.	_____	_____
3.	Proofread and revised application as necessary.	_____	_____

PERFORMANCE OBJECTIVE 31

INFORMATION SHEET

Like the resume, the application form gives employers the information they need to evaluate the applicant. It is a summary of information written by the job applicant on a form provided by the employer. Usually the application form must be completed before the interview.

Filling out the application form carefully is as important as completing the resume in a neat and complete way. Generally, the steps in filling out the application include the following:

1. Read the application form completely first;
2. Never leave a blank space empty -- if the question does not apply, write 'does not apply' or another appropriate word;
3. If there is a doubt about anything on the form, ask about it;
4. Fill out the application form neatly -- mistakes should be erased neatly;
5. If possible, application forms look best when typed;
6. All questions should be answered honestly -- and all information given should match the data on the resume;
7. The application should be reread, with names and addresses spelled correctly;
8. When completed, return to employer.

UNIT: IDENTIFYING SALES OPPORTUNITIES

COMPETENCY: Complete the job interview.

PERFORMANCE OBJECTIVE 32:

Given a job interview situation, all necessary facts of the employer and the applicant should be communicated. The interview should include a dialogue that includes the following: job applied for, qualifications of applicant, and employer information.

RESOURCE:

S. C. Department of Education. **Job Seeking - How and Where?**

TEACHING ACTIVITIES:

1. Interview as many students in the class as possible and allow the class to assess the performance of each person upon completion. Use the following scheme as a guide.
   a. Allow 3-4 minutes to conduct each interview. Have someone act as a receptionist for purposes of introduction.
   b. As personnel manager, the instructor (guest personnel manager or guidance counselor) will shake hands and complete the introduction. He/she will then motion for the student to be seated.
   c. Begin by explaining the job at hand.
   d. Ask several leading questions -- try to allow the student an opportunity to tell his/her story. (Refer to Attachment A, Lesson 5 of **Job Seeking: How & Where,** page 30). Check for poise and posture.
   e. Ask if he/she has any questions about job. Note whether or not inquiries are made regarding benefits.
   f. Close by telling when you will give a decision on the job or wait to see if the student asks.

2. Assign the students to complete the following written activities:

   a. Given a specific job title, describe the importance of the interview to a career.
   b. List and discuss the basic steps of participating in an interview.
   c. Given a type of job interview setting, describe the proper clothing for the interview.
   d. Complete a follow-up letter to the interview.

PERFORMANCE OBJECTIVE 32

Practical Application:

During a simulated interview, each student will be checked for the appropriateness of their answers, the procedures through which they go, and the correctness of the follow-up method which they choose to carry out.

Method of Evaluation:

Observation by the instructor using the performance guide and checklist.

Questions:

1. If the interviewer extends a hand to the applicant, the applicant should

   a. decline to shake hands.
   b. avoid looking at the interviewer.
   c. shake hands firmly.
   d. sit down immediately.

2. When the interview is completed, the applicant should

   a. ask if they got the job.
   b. leave promptly.
   c. fill out an application form.
   d. wait until asked to leave.

Answers:

1. c
2. b

PERFORMANCE OBJECTIVE 32

CHECKLIST: COMPLETE THE JOB INTERVIEW

	ACTIVITY	RATING Acceptable	Unacceptable
1.	Listed and described the basic steps in the interview process.	_____	_____
2.	Completed a simulated interview.	_____	_____
3.	Completed a follow-up letter to the interview.	_____	_____

PERFORMANCE OBJECTIVE 32

INFORMATION SHEET

The purpose of the interview is an exchange of information between the applicant and the employer.

From the interview, the employer forms an opinion of the applicant and the applicant gets an opinion of the company.

The attitude of the applicant should be "I have something to offer your company!"

Steps in a typical interview include the following:

The applicant smiles and greets the interviewer, usually with a handshake. When told to sit, the applicant sits facing the interviewer.

The interviewer usually starts the lead and asks most of the questions. When answering, the applicant should be specific and to the point. Yes or no answers should be avoided; a conversation should be the aim of the interview process.

During the interview, the applicant should speak distinctly, using good English.

Personal problems or past problems with employers should be avoided; the applicant's qualifications should be stressed in the interview.

The applicant should get a clear picture of what will be required in the job; if some duties are not clear, questions should be asked.

The applicant may or may not be offered a job at the end of the interview. When asked to call back, the applicant should leave promptly after the interview is completed.

UNIT: IDENTIFYING SALES OPPORTUNITIES

COMPETENCY: Adapt to the new sales job.

PERFORMANCE OBJECTIVE 33:

Given the necessary information and classroom discussion, the student will be able to identify how their self- management skills can affect their success in sales positions. Students should show an awareness of how their self-management processes can affect their success in work situations. Topics pertinent to sales jobs should be discussed, including: setting goals, problem-solving, time management, self management and dealing with pressures.

RESOURCES:

S. C. Department of Education. **Job Keeping Skills.**

TEACHING ACTIVITIES:

1. Distribute "Getting Off to a Good Start" (Attachment A) and "Getting Off to a Good Start Checklist" (Attachment B). Give students time to study the materials. Discuss as a group.
2. Assign students to write an essay on the pitfalls to avoid when starting a new job.

EVALUATION

Practical Application:

Using specific facts and concepts communicated, the student will be able to describe the job-keeping skills necessary for success in sales.

Method of Evaluation:

Method of evaluation will be observation by the instructor using key words and concepts in the discussion.

PERFORMANCE OBJECTIVE 33

Questions:

1. The new salesperson should learn all of the following except

   a. the organizational structure of the company.
   b. the rules and regulations to be followed.
   c. what is the least numbers of sales needed to keep present salary.
   d. the groups and individuals within the firm that must be worked with.

2. The most important factor in creating a good impression in the new job is the salesperson's

   a. appearance and grooming.
   b. technical knowledge.
   c. knowledge of sales techniques.
   d. sales experience.

Answers:

1. c
2. a

PERFORMANCE OBJECTIVE 33

INFORMATION SHEET

During the employment interview the salesperson usually agrees to do certain duties and in return the company agrees to give the salesperson a certain amount of compensation. While the details of the compensation are usually spelled out clearly, the salesperson's duties and responsibilities are usually described in general terms. Once on the job, the salesperson learns the details of duties and responsibilities.

The following items are things the new salesperson should learn when beginning a new job:

1. The organizational structure of the company;
2. The rules and regulations to be followed;
3. The exact duties of the job;
4. The groups and individuals within the firm that must be worked with.

By becoming familiar with the company, the salesperson is able to do a better job of selling for the company and consequently for himself.

Specifically, the new salesperson should acquire and read at once any company literature. Any questions relating to the above items should be asked tactfully and initially.

By being prepared -- suitably dressed and with the needed personal information -- the new salesperson can begin the job with confidence and a positive attitude.

PERFORMANCE OBJECTIVE 33

Attachment A

GETTING OFF TO A GOOD START

Conquering First Day Jitters

Everyone is nervous beginning a new job. This feeling is very natural and human. Here are some ways you can make your fears less threatening.

1. Get things ready the night before -- your clothes, your car keys, etc. Being prepared to leave on time and being early the first day is a good way to help yourself be more at ease.

2. Remember that your employer chose you from all the applicants. He/she wants you to succeed as much as you want to succeed. You are expected to be a little nervous and confused at first.

3. Keep a good sense of humor. If you are teased a little by the older workers, sent on errands, asked to do things for which you were not hired, etc., this won't last long. A good sense of humor will help you over the rough spots and cause your employer and fellow workers to accept you quicker.

4. Have important information available (social security number and the name, address, home and work telephone number of the person you want notified in case of emergency, etc.). If you do not have something requested, simply offer to bring it the next day. Remember to bring it the next day as you promised.

Learning About Your Company

One of the best ways to adjust to a new job is to learn all you can about your company.

1. Read any literature the company has. Many companies have booklets which list rules and regulations, benefits, and other information.

2. Read any employee contract which the company has.

3. Make a list of the information you need to know such as history of the company, rules and regulations, operating procedures, hospitalization, dependents' hospitalization, life insurance, bonuses, time cards, paydays, work hours, pension plans, tardies, sick leave, funeral leave, absences, sick pay, vacation, promotion, drinking, drugs, smoking, injuries, fire, first aid, safety equipment, overtime, parking, workmen's compensation, educational assistance plans, etc.

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Learning How Your Job Fits In

Understanding how you fit in is important. It can determine your basic attitude toward your job. If you think your job is not important, you may think being late or taking a day off will not matter much. Seeing that others will be unable to do their jobs if yours is not done will help you be aware of your importance. Even if another worker does not seem to depend upon you, you are needed, or you would not have been hired.

Developing Goals

Employers like to have people who develop a plan and will work for their own advancement. This kind of person comes to work every day, is on time, is willing to work overtime when necessary, and tries to be efficiently productive. Knowing the company and how you fit in will help you develop specific goals, both long-range and short-range.

Watching Your Appearance

Learn what is acceptable dress in the company you work for (suits, dresses, pantsuits, jeans, etc.). No matter what you wear, it should be neat and clean. You should be reasonably presentable. You should practice good personal hygiene. For example, your co-workers will complain if you develop an unpleasant body odor because you do not bathe regularly or launder your clothes often enough. Remember that all body odors are caused by bacteria which must be washed away daily.

Doing Your Job

The most important thing is actually doing your job. Usually you will be qualified for your job or you would not have been hired. Here are a few rules for new workers.

1. LISTEN. Listen carefully when your boss or supervisor tells you things. Keep a small notepad available to jot down key instructions. Be aware of things around you. You can learn a lot by listening to and observing your fellow workers.

2. ASK QUESTIONS. If you forget or do not know something, ask your boss or your fellow workers. Make lists of your questions and ask them when someone who knows has a minute. Do not hesitate to ask questions immediately when you cannot continue a task without the information. Mistakes can be costly and can often be avoided by asking questions. Be sure you ask someone who knows.

3. DO NOT PANIC WHEN YOU'VE MADE A MISTAKE. Never try to cover up. Tell your boss about the mistake and ask for advice and help in correcting it. Learn from your mistake so that you do not make the same one over and over again.

4. WORK CAREFULLY. Be careful and double check your work before you present it to your boss.

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5. SHOW INITIATIVE. When you complete a task, decide what else needs to be done and do it. However, do not attempt to do work for which you are not qualified. As you learn the job, there will be more and more ways you can use initiative and creativity. You may even be able to give suggestions for improvement.

6. PRACTICE TEAMWORK. Remember that all employees should be working together toward the company goals. To the extent that you are helpful to others, they usually will be helpful to you.

Attachment B

GETTING OFF TO A GOOD START
CHECKLIST

1. Get things ready the night before.
2. Carry any information that you might need the first day, social security number and the name, address, home, and work telephone number of the person to notify in case of emergency, etc.).
3. Arrive on time (early the first day).
4. Remember that your employer wants you to succeed.
5. Keep a good sense of humor.
6. Dress appropriately for the job.
7. Practice good hygiene (be clean, brush teeth, etc.).
8. Read any literature the company has.
9. Read any employee contract.
10. Get and read any union contract.
11. Obtain information about the company from your boss or co-workers.
12. Be enthusiastic.
13. Set goals.
14. Listen carefully to instructions. Write down key points.
15. Ask questions of your boss or supervisor.
16. If your boss is not available, ask someone else who knows the answers.
17. Make a list of questions and ask someone who knows.
18. If you make a mistake, do not cover up; tell your boss and ask for his/her advice in correcting it.
19. Correct mistakes.
20. Take steps to insure that you do not make the same mistake again.

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Attachment B continued

21. Work carefully.

22. Check your work before you present it to your boss.

23. Show initiative.

24. Do not attempt to do work for which you are not qualified.

25. Practice teamwork.

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